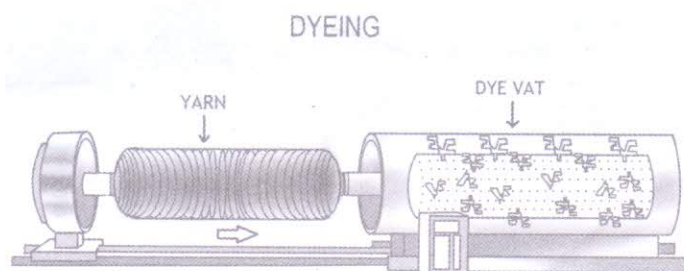
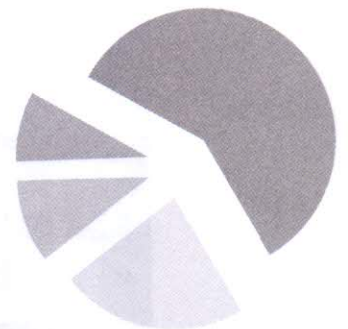
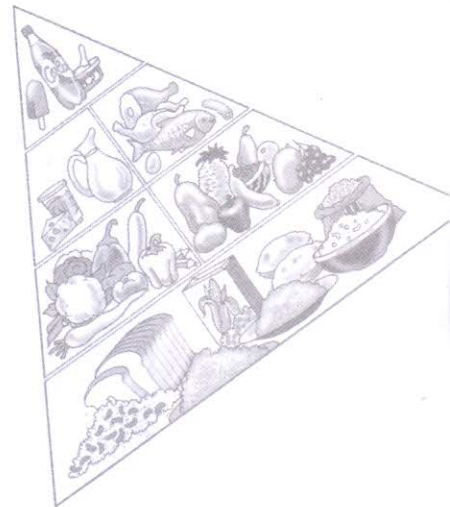
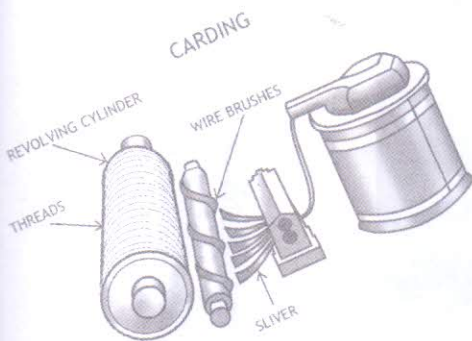


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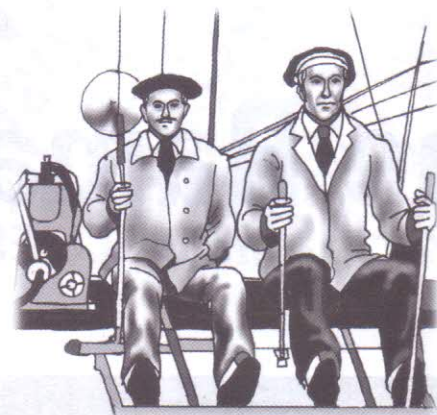






## 2 English for Engineers

2. These brothers believed that an unstable vehicle like a flying machine was capable of being controlled better with some skill. They designed and built a gasoline engine, light and powerful enough to propel a plane. They built the first powered aircraft and tested it successfully on 17 December 1903. The skills they had learnt from their gliding practice helped them to control the aircraft. With each flight, they covered an increased amount of distance and their final flight lasted for nearly a minute. Who are they?



3. On 3 April 1973, the passers-by on the Sixth Avenue in New York witnessed something very strange: an employee of Motorola making a phone call using a very big, handheld device. He then walked into a scheduled press conference and called his chief competitor at AT&T, thereby announcing the arrival of the handheld, portable cell phone. Who is he?



### The Raman Effect

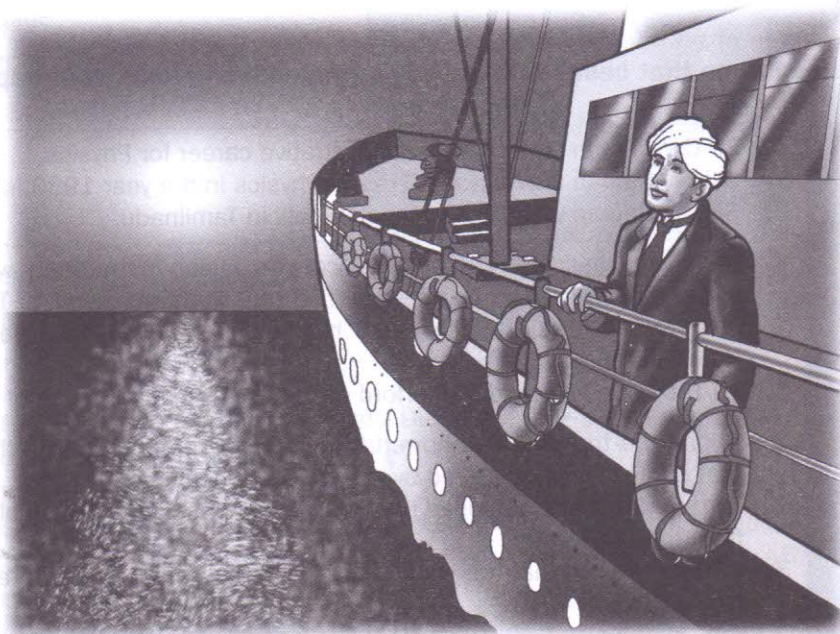
- A. In the year 1930, the most unexpected thing happened in the world of science. A young Indian researcher, Chandrasekhar Venkat Raman, won the Nobel Prize for Physics for his ground-breaking discovery of the phenomenon called the Raman Effect. Hailing from Tiruchirapalli in Tamil Nadu, Raman completed his early education in Presidency College, Chennai. Such was his interest in Physics (his father had been a Physics teacher), that despite clearing the Civil Service Competitive Exam and becoming the Deputy Accountant General in Calcutta, he still found the time to pursue scientific research at the Indian Association for the Cultivation of Sciences. In 1917, he finally gave up his administrative position to become a Professor of Physics at Calcutta University.
- B. By the time he embarked on his first trip overseas to London as a delegate at the Universities' Congress in 1921, leading physicists of the time like J J Thomson and Lord Rutherford were already acquainted with Raman's significant study in the field of optics and acoustics. Raman had studied classical percussion instruments like the *tabla* and the *mridangam*, more specifically, the mathematical relationships that produced the pleasing effects of the sounds.



---

ground-breaking: original and important; showing a new way of looking at things  
embarked: started





- C. It was during this particular sea voyage to London that he was struck by the 'blue' colour of the Mediterranean Sea. Till that time, it was generally accepted that the blue colour of the sea was actually a reflection of the sky. This was confirmed by the celebrated physicist Lord Rayleigh, who had proposed that the minute particles in the air scattered the blue wavelength from the Sun's white rays. However, Raman was not convinced by this explanation. He speculated that the blue colour of the sea could be caused by the scattering of sunlight by the water molecules. To verify his speculations, he used a polarised Nicol prism on a sample of sea water to show that light was indeed scattered by the water molecules – a phenomenon that he called molecular diffraction.
- D. On his return to India, he initiated research in three areas: the scattering of light by liquids, the scattering of X-rays by liquids and the viscosity of liquids. Of these three, it was the work in the first area that fetched him the Nobel Prize. Over the next seven years, he along with his distinguished associates such as K R Ramanathan and K S Krishnan, conducted and supervised many experiments along these lines. On the morning of 28 February 1928, Raman and his associates had irrefutable proof of the modified radiations observed in the scattering experiments due to molecular vibrations. The discovery was announced through the Associated Press on 29 February and 8 March. Raman sent a detailed note along with an explanation to *Nature*. It was with a sense of affirmation that he addressed the gathering at the South Indian Science Association on 16 March 1928, with the following words: 'I propose to speak to you this evening on a new kind of radiation or light emission from atoms and molecules.' By this time, the experiments were replicated and the findings were confirmed, thereby leading Raman to the inevitable Nobel Prize. Raman had achieved what he had claimed in 1924. At a meeting of the Royal Society of Fellows – he had announced that he would win the Nobel Prize in Physics in the next five years.
- E. So, what essentially is the 'Raman Effect'? Raman discovered that when a light beam travels through a medium, it is deflected by the molecules in the medium. Very interestingly, a small part of the emerging light beam, after being deflected by the molecules, had a different wave length and colour from the phenomenon, which initiated the study called Raman spectroscopy. Today, Raman spectroscopy finds a lot of applications in various areas such as the study of the molecular structure of compounds, hand-held scanners for detecting drugs and explosives, the pharmaceutical industry and medical diagnostics.



## Post-reading

### 1. Choose the sentence that best summarises the main idea in each paragraph of the text.

<b>Paragraph A:</b>	<ol style="list-style-type: none"> <li>1. Sir C V Raman gave up his administrative career for Physics.</li> <li>2. Sir C V Raman won a Nobel Prize in Physics in the year 1930.</li> <li>3. Sir C V Raman was born in Tiruchirapalli in Tamilnadu.</li> </ol>
<b>Paragraph B:</b>	<ol style="list-style-type: none"> <li>1. Raman's significant work on classical percussion instruments was well known to the major physicists of the time like Lord Rutherford and J J Thomson.</li> <li>2. In the year 1921, Raman made his first trip abroad as a delegate for the Universities' Congress.</li> <li>3. J J Thomson and Lord Rutherford were the leading physicists of the day.</li> </ol>
<b>Paragraph C:</b>	<ol style="list-style-type: none"> <li>1. During the trip, Raman showed through his experiments with the Nicol prism that sunlight was scattered by the water molecules of the sea.</li> <li>2. Lord Rayleigh had proposed that the air particles scattered the blue wavelength from the Sun's rays.</li> <li>3. Raman showed that the blue colour of the sea was actually a reflection of the sky.</li> </ol>
<b>Paragraph D:</b>	<ol style="list-style-type: none"> <li>1. Raman had claimed at the Royal Society of Fellows that he would win a Nobel Prize within the next five years.</li> <li>2. It was his work with the scattering of light by liquids which fetched him the Nobel Prize for Physics.</li> <li>3. Raman and his associates performed many experiments and finally showed that modified radiations appeared in scattering experiments due to molecular vibrations.</li> </ol>
<b>Paragraph E:</b>	<ol style="list-style-type: none"> <li>1. The discovery of the 'Raman Effect' led to Raman spectroscopy, a field of study that has a lot of practical applications.</li> <li>2. While travelling through a medium, a light beam is deflected by the molecules in the medium.</li> <li>3. Raman spectroscopy is used in handheld scanners and in the pharmaceutical industry.</li> </ol>

### 2. Answer these questions.

- a. Why was Raman awarded the Nobel Prize?
- b. According to Raman, why is the sea blue in colour?

## Vocabulary

### CONCEPT OF WORD FORMATION

Look at the two sets of words listed below:

#### Set 1

do – undo

sincere – insincere

\_\_\_\_\_ – misjudge

ground-breaking  
embarked: started

Note the following phrases from the reading passage:

*'... the most unexpected thing happened in the world of science'*

*'... thereby leading Raman to the inevitable Nobel Prize'.*

The words 'unexpected' and 'inevitable' have been formed by adding 'un-' to 'expect' and 'in-' to 'evitable'.



engage – disengage  
biography – autobiography

### Set 2

nation – national  
drive – driver  
enjoy – enjoyment  
inspire – inspiring  
motivate – motivated

Note the following phrases from the reading passage:

*'He speculated that ...'*

*'... to verify his speculations ...'*

Note that the verb 'speculate' can be changed to its noun form 'speculation' by adding '-ion'.

In both the sets above, there are pairs of words. Did you notice something about these pairs? In each of the pairs, the second word is formed from the first word: in Set 1 new words are formed by adding something *before* the given words, whereas in Set 2 new words are formed by adding something *after* the given words. What we add before words is called 'prefix' and what we add after words is called 'suffix'. The prefixes from Set 1 are: 'un-', 'in-', 'mis-', 'dis-', and 'auto-'; and the suffixes from Set 2 are: '-al', '-r/er', '-ment', '-ing', and '-d/ed'.

You may have noticed that in case of suffixes, they attach to specific categories of words and change their original category. For instance, look at No 2 in Set 2. The suffix is '-r/er'. This is added to verbs (here 'drive') to form nouns (here 'driver', means 'one who does driving').

Can you figure out the role of the other prefixes and suffixes in sets 1 and 2 above? You may consult a dictionary for help. What happens in case of prefixes in Set 1? Does the category of words change?

### Task 1

**Form opposites of the words given below by adding prefixes. An example has been done for you.**

1. lead – mislead
2. qualify –
3. possible –
4. climax –
5. confirmed –

### Task 2

**Form adjectives by adding appropriate suffixes to the words listed below. An example has been done for you.**

1. person – personal
2. create –
3. beauty –
4. excite –
5. pain –



**Task 3**

Complete the sentences using the most appropriate forms of words given in the box.

incumbent      terrestrial      govern      inform

1. The techno giant was penalised heavily for using customers' personal \_\_\_\_\_ without authorisation.
2. The motto for the new PM should be minimum \_\_\_\_\_ but maximum \_\_\_\_\_.
3. The ruling party is facing a strong \_\_\_\_\_ wave in the upcoming assembly polls.
4. A possibility of \_\_\_\_\_ life has always attracted people's attention.

**PREFIXES AND SUFFIXES**

Prefixes and suffixes are called affixes and they are elements added to existing words to form new words. The process of adding affixes is called affixation and the words to which these elements are added are called root words.

A few examples:

Prefixes	Suffixes
re- + write = rewrite	read + -ing = reading
in- + capable = incapable	nation + -al = national
un- + acceptable = unacceptable	modern + -ity = modernity

Prefix	Meaning	Example
pre	before	prelude, precondition
un	not	unacceptable, unreal
dis	not	disadvantage, dismount
re	again	reawaken, rewrite
mis	not, wrongly	misunderstand, misbehave
in (also im)	not	impossible, inappropriate
bi	two	bicycle, biannual
inter	between	interact, interchange
super	above	supersonic, superman
sub	under	submarine, subsoil
anti	opposing, opposite	antibiotic, anticlimax



Suffix	Meaning	Example
er	comparative	higher, lower
er	doer	worker
able	can be done	doable, usable
ous	full of	joyous
ness	state of being	kindness
ful	full of	peaceful
ly	in the stated way	loudly
ment	state of	enjoyment
ed	past tense verbs	hopped

Small changes in spelling are to be carried out while adding some suffixes.

Examples:

fame + -ous = famous	torture + -ous = torturous
happy + -ness = happiness	sacrifice + -al = sacrificial
justify + -ication = justification	confuse + -ion = confusion

#### Task 4

Change the grammatical category of the words in Column A, using an appropriate suffix from the box below.

-fy	-able	-ment	-ise	-ism
-ic	-ity	-y	-ion	-ious
	-ive	-en	-ing	

	Column A: Word	Column B: Grammatical category	Column C: New word
1.	solid	verb	<i>solidify</i>
2.	move	adjective	
3.	crystal	verb	
4.	magnet	adjective	
5.	national	noun	
6.	deliver	noun	



	Column A: Word	Column B: Grammatical category	Column C: New word
7.	advertise	noun	
8.	space	adjective	
9.	fright	verb	
10.	assess	noun	

**Task 5**

Add suitable affixes to form what is indicated within brackets. One has been done for you.

- adequate (antonym) *in- + adequate = inadequate*
- palatable (antonym) \_\_\_\_\_
- suffocate (noun) \_\_\_\_\_
- attract (adjective) \_\_\_\_\_
- additional (adverb) \_\_\_\_\_
- activate (noun) \_\_\_\_\_
- capable (noun) \_\_\_\_\_
- logical (antonym) \_\_\_\_\_
- torrent (adjective) \_\_\_\_\_
- corrode (adjective) \_\_\_\_\_

**Grammar**

**ARTICLES**

Read this extract from the reading passage and note the underlined words.

Raman discovered that when a light beam travels through a medium, it is deflected by the molecule in the medium. A small part of the emerging light beam, after being deflected by the molecules, has different wavelength.

- What is the difference in the meaning conveyed by 'a light beam' and 'the light beam'?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Grammatically, what are words like 'a' and 'the' called?

\_\_\_\_\_

\_\_\_\_\_

F  
 E  
 Eng  
 Eng  
 boo  
 envi  
 inte  
 Key  
 • A  
 • Br  
 • A  
 • Co  
 • Fo  
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## What are articles?

In English, articles define/modify the nouns in a sentence. There are two kinds of articles:

'a', 'an' (indefinite articles)

→ Eg. Let's go to a movie. (any movie)

'the' (definite article)

→ Eg. The movie at Big Cinema is getting good reviews. (that particular movie)

### The use of indefinite article 'a/an'

The indefinite articles are used:

- before a noun which has not been introduced earlier  
Example: Once upon a time there lived a farmer in the village. (The speaker is introducing the 'farmer' for the first time in the story.)
- before an unspecified singular noun  
Example: Can you get me a book? (The speaker is not asking for any particular book.)
- before a singular noun while defining essential properties of a class/species  
Example: A bird has a beak, wings and feathers. (defining essential features of the entire class of birds)
- before a singular object in the sense of 'one'  
Example: She earns Rs 10,00,000 in a year. (in one year)
- with some phrases indicating quantity.  
Example: a few days, a lot of money

#### What is the difference between 'a' and 'an'?

Both 'a' and 'an' are indefinite articles. But they are used in different contexts depending on the sound patterns and not spellings.

- The article 'a' is used when the noun starts with a consonant sound (Examples: a table, a girl, a BSc degree). It is also used in cases where the word beginning with a vowel letter has a consonant sound (Example: a university, a European country).
- The article 'an' is used when the noun starts with a vowel sound (Examples: an eye, an undercover agent). It is also used where a word beginning with a consonant letter has a vowel sound. (Examples: an hour, an MLA).

### Task 6

#### Underline the indefinite articles in these sentences.

1. Ahan Parekh was interested in renewable energy; he completed an internship with a company dealing in solar energy last year.
2. A great deal of time and effort has been devoted to finding a cure for cancer.
3. The nucleus of an atom holds a positive charge and has a specific number of protons and neutrons.



**The use of the definite article 'the'**

The definite article 'the' is used:

- before a noun which has already been introduced earlier  
(Example: Once upon a time, there lived a farmer in the village. The farmer had a son and a daughter. In the first reference an indefinite article is used, while in the second one, the definite article gets used.)
- before some geographical areas and entities like seas, rivers, oceans, groups of islands, mountain ranges which do not have clear political boundaries  
(Example: the Himalayas, the Deccan Plateau, the Pacific Ocean)
- with names of some countries which are historically a group of territories (Example: the United States of America, the Netherlands)
- before nouns which are unique and only one of their kind (Example: the Sun, the Internet)
- before superlative adjectives (Example: the most difficult question, the highest peak)
- before common nouns which are made unique by the use of adjectives such as 'first', 'primary', 'main' etc. (Example: the main reason, the primary target)
- before nouns when they refer to the entire class or species in order to make the referent of the noun generic (Example: The tiger is in danger of becoming extinct.)
- before socio-cultural institutions and industries (Example: the media, the government, the newspaper)
- before adjectives which are used as nouns (Example: using 'the poor' to mean 'the poor people').

**Task 7****Underline the definite articles in these sentences.**

1. Farmers used the constellations in the night sky for predicting the seasons.
2. The man who invented the USB technology didn't make any money out of it.
3. The primary advantage of Li-Fi technology is that it allows for faster transmission of data as compared to the existing Wi-Fi technology.
4. The Netherlands is a beautiful country.
5. The integrated circuits used in computers were replaced by microprocessors in the 1970s.
6. The only way to account for the variations in the readings was to repeat the procedure a number of times.

**Omission of the articles**

Articles are not required:

- before proper names of people, languages, countries, cities, towns, streets and single mountains  
Examples: India is known for unity in diversity.  
I speak Telugu.
- before the names of academic subjects  
Example: I study biology.



- before plural nouns (mainly biology, animals, birds, people) in the generic sense

Examples: Tigers are in danger of becoming extinct.

Indians are very caring.

- before abstract and material nouns in the general sense

Examples: Life is full of surprises.

Tourism is destroying many beautiful natural spots.

Platinum is costlier than gold.

- before singular countable nouns when they are used in the generic sense.

Example: I travel by bus. (the 'bus' here is a means of transport)

My younger brother goes to school everyday. (general habit of my younger brother)

We have rice for lunch and *rotis* for dinner. (general food habits and not restricted to a particular lunch or dinner)

Indefinite articles are not used before uncountable nouns. We need to first use expressions such as 'a piece of', 'a bit of' or refer to a specific measure.

Examples:

We buy a milk every day. ✗      We buy a litre of milk every day. ✓

I have a luggage to be booked. ✗      I have a piece of luggage to be booked. ✓

She gave me an information. ✗      She gave me a piece of information. ✓

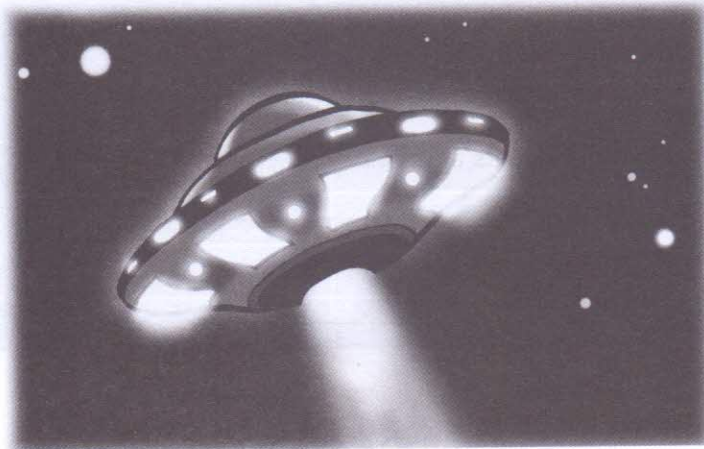
We do not use an article along with a possessive pronoun (Example: my, our, their) or with other modifiers (Examples: many, some)

Examples: This is a my pen. ✗      This is my pen. ✓

I have the many friends. ✗      I have many friends ✓

### Task 8

Fill in the blanks using the correct articles where required. You may use a/an/the or X (for 'none').



1. This instance was one of \_\_\_\_\_ first UFO sightings reported by \_\_\_\_\_ pilots anywhere in the world. Whilst flying from one city to another, in \_\_\_\_\_ USA, two pilots encountered \_\_\_\_\_ large, cigar-shaped craft, flying close to them, barely missing them at times. At one point, \_\_\_\_\_ object appeared to stop abruptly before vanishing into thin air. The pilots concurred that it was \_\_\_\_\_ long, thin craft, with two rows of tiny windows that emitted \_\_\_\_\_ bluish-green glow. It was moving really fast and leaving behind it a trail of orange exhaust.



Prepositions of direction	Used for	Example
towards, into, up, across, around, in etc.	expressing a direction	towards the church; across the street; around the corner etc.
Prepositions of agent	Used for/to	Example
by	show how something has been done	manufactured by machines
	show how somebody commutes	travels by bus
	indicate the agent in passive voice	We were informed by the authorities
	works written/done by people	built by Visvesvaraya

Check Appendix 1 for a comprehensive list of prepositions, their meanings and examples, before you attempt Tasks 12 and 13.

### Task 12

Fill in the blanks using the correct prepositions.

- General Cariappa, the first Indian Commander-in-Chief of the Indian Army, was born \_\_\_\_\_ 15 January 1949, \_\_\_\_\_ Kodagu, Karnataka.
- \_\_\_\_\_ the 21st century, war will move \_\_\_\_\_ cyberspace with the development of specialised weapons, tactics and defences.
- DRC-Hubo, a robot developed \_\_\_\_\_ the Korean Institute for Science and Technology, was the first robot to get an ID card at the World Economic Forum at Davos.
- War has often been described as a conflict among political groups, carried on \_\_\_\_\_ armed forces for a considerable period of time.
- \_\_\_\_\_ the fourth century BC, Alexander the Great conquered the entire stretch of territories extending from the Indus to Egypt and from Iran to Greece.

### Task 13

Fill in the blanks using the correct prepositions.

- Military technology refers \_\_\_\_\_ the range of weapons, equipment, structures and vehicles used specifically \_\_\_\_\_ the purpose of fighting.
- The earliest gunpowder invented \_\_\_\_\_ man exploded on contact \_\_\_\_\_ an open flame or red-hot fire.
- There is a possibility that \_\_\_\_\_ future, most wars may be fought in the skies, and hence, there will be less requirement \_\_\_\_\_ humans on the ground.
- The shrinking of the world, \_\_\_\_\_ improved communication and transportation, has increased the probability that hostilities anywhere will affect people everywhere.
- \_\_\_\_\_ the initial phase of the project, the robotic soldier would be required to be told \_\_\_\_\_ the human soldier to identify an enemy. But in due course of time, the roles would change.

**Task 14**

**Some sentences below have errors related to use of prepositions. Identify the error and rewrite the sentences.**

1. The politician divided his property between his three daughters.

---

2. My brother has a two-wheeler besides two small cars.

---

3. The address in the envelope was wrong and therefore it was sent back.

---

4. When we reached the hotel, the entire staff of the hotel was waiting with flowers in the reception.

---

5. During our trip to Shimla, the train went across a tunnel.

---

6. You can consult a doctor for tips to sleep under hot and humid weather.

---

7. My teacher was angry on me because I was very late for his class.

---

8. It is really hard to laugh on Rakshit's jokes; they are really bad!

---

9. Reshma's parents trusted on her and she never failed them.

---

10. These days one needs to manage stress at work and yoga is a popular method.

---

**Reading**

In our everyday life we read many things – sign boards, bill boards, railway time tables, newspapers and magazines, brochures, textbooks, story books, encyclopedias, research articles, theses and dissertations, project reports, advertisements, memos, minutes, presentation slides, emails and letters among others. There is a lot of information around us and reading is an important method of processing the information and using it for our purposes. There is no doubt that reading is an important skill for success in academics and at the workplace in specific, and for survival in this modern world in general.

**TECHNIQUES FOR EFFECTIVE READING**

As we have observed earlier, reading is important and if you have good reading skills, you can achieve success. The following techniques can help you become an effective reader:



- Decide why you are reading – is it for brief and specific information, for detailed understanding or for analysing what is presented critically?
- Understand the organisational patterns of different kinds of texts – this will help you find the information you need quickly. For instance, a research paper has an abstract, which, effectively, is a summary of the entire paper.
- Use context to guess the meaning of unfamiliar words. This will help you retain the flow of your reading.
- Make notes while reading. This is particularly useful in academic contexts. You can just consult notes for revision later.
- Do not worry about speed of reading initially; focus on understanding the content.
- Focus on enhancing your vocabulary; this will increase the fluency of your reading.

## Writing

### SENTENCE STRUCTURES: USE OF PHRASES AND CLAUSES IN SENTENCES

Look at the two sets given below. Which set has sentences and which does not?

- (1) a. Birds fly.    b. The Taj Mahal is beautiful.    c. The ferocious cat frightened the tiny little mouse.  
 (2) a. flying birds    b. the beautiful Taj Mahal    c. the frightened little mouse

The examples in Set 1 (a-c) are considered sentences, but the ones in Set 2 (a-c) are not. Why do you think so? Traditionally, a sentence is defined as a group of words with complete sense. However, those in Set 2 also have complete sense; yet, they are considered 'phrases' and not sentences.

Look at the sentences in Set 1 once more. We find sentences of varied length and complexity. A sentence is made up of words in a certain order. In English, a sentence generally follows the Subject-Verb-(Object) order. Words also combine to form 'phrases'. (e.g. *the frightened little mouse*). But random ordering or random words does not make a phrase (e.g. *frightened the little mouse*). So, there is a 'definite order' and 'a head word' in a phrase.

The next unit of a sentence is a 'clause'. How is a clause different from a phrase? A clause (as in 1a) consists of minimum of two words – a subject ('Birds') and a verb ('fly'). Note that the words 'flying' in 'flying birds' and 'frightened' in 'the frightened little mouse' are participial adjectives and not verbs. So, those groups of words are phrases and not clauses. Now, a clause can have any number of phrases. For instance, look at (1c):

The ferocious cat	frightened	the tiny little mouse
↑	↑	↑
Noun Phrase	Verb Phrase	Noun Phrase

Note that while 1c is a clause, it is also a sentence. A sentence can have one or more clauses. For instance,

Priyanka is a colleague	who loves to work with Excel sheets.
↑	↑
Clause	Clause

**Task 15**

**Separate the following into two groups, phrases and clauses.**

1. Mesmerising quotes on life from social media
2. The students are shouting
3. Life-threatening diseases
4. Gold price has hit all-time high
5. An all-time favourite song
6. Well-designed but badly executed welfare programme
7. I wonder why

**Dependent and independent Clauses**

A clause can be of two kinds – independent and dependent. An independent clause, as the name itself says, can stand alone and has a complete sense. A dependent clause, on the other hand, cannot stand alone and it depends on another clause for complete sense. Let's look at an example:

*'I wore the shirt that I bought at the airport'*

There are two clauses here (there are two verbs): (i) *I wore the shirt*; (ii) *that I bought at the airport*. The first one is independent and the second one is dependent.

The next question is – how many clauses can a sentence have? The answer is – any number. Depending on the number and kind of clauses it contains, a sentence can be 'simple', 'compound' or 'complex'.

If a sentence has just a single independent clause (as in 1a-c), it is called 'a simple sentence'. Sometimes, a sentence can have two or more independent clauses (e.g. *I bought a shirt at the airport and I wore it yesterday*). It is called 'a compound' sentence. If a sentence has a single independent clause and one or more dependent clauses, it is called 'a complex sentence' (e.g. *I wore a new shirt yesterday that I had bought at the airport and had it altered at the railway station.*).

**Task 16**

**Classify the following sentences into simple (S), compound (CP) and complex (CX).**

1. I called up my brother and discussed our travel plans.
2. The teacher read out the names of winners of the cultural competition on stage.
3. The star player did not disappoint his fans as he scored two goals in yesterday's match.
4. Orcas, which are also known as 'killer whales', are extremely intelligent animals.
5. Many tourists are feared trapped in the deadly mudslide near the famous pilgrimage town.
6. The train was cancelled because of technical issues.
7. Though I didn't believe in ghosts, the extraordinary events in our house made me approach the well-known paranormal investigators.
8. The title of my next book is 'I am not what I am'.



**IF-CLAUSE**

What if your actions depend on a condition? What do you do when you need to convey something you could do, would do, could have done, would have done or would never do again? When expressing something that has not actually happened or that could or might happen in the future, we use 'if-clauses'. Such clauses have two main parts. The first part is called the conditional clause and almost always begins with the words **if**, **were** or **had** (example: if I had; were they there; had she known). The second part, called the result clause, contains modal verbs such as **could**, **would** or **will**. Depending on the nature of the condition in the first part, *if*-clauses are divided into three types.

**Type I**

Here, the first part includes a simple condition, a prediction about a future event or action. The conditional clause includes: **If + Subject + Verb in simple present**. The result clause includes:

Subject + will/can/may + Verb

**Examples:**

If it rains, I will carry an umbrella.

If I pass the exams, I will go on a holiday.

**Type II**

Here, the first part includes a hypothetical condition, a situation that is not true or possible at the moment or in the near future. The conditional clause has the structure: **If/Were + Subject + Verb in subjunctive form**. The result clause has the structure:

Subject + would/could + Verb

**Examples:**

Were I the PM, I would abolish all exams.

If they studied properly, they could perform well.

If I violated the ethical standards, I would risk losing my licence.

**Type III**

Here, the first part includes an imagined condition, a situation possible in the past but not in the present. The condition clause has the structure: **If/Had + Subject + Had + Verb in past participle form**. The result clause has the structure:

Subject + would/could + have + Verb in past participle form

**Examples:**

If you had studied well, you would have been working with me.

If I had applied to this college, I could have got the seat.

**Task 17**

Fill the blanks using suitable forms of the words given in brackets.

1. If Amy had cleaned her room, her mother \_\_\_\_\_ (be) happy.
2. You will get an immediate reply if you \_\_\_\_\_ (write) a mail to the Customer Relations Officer.
3. If you \_\_\_\_\_ (read) books all night long, you would not be able to get up early.
4. If you throw a party while your parents are gone, you \_\_\_\_\_ (be) in big trouble.
5. If I \_\_\_\_\_ (be) you, I would listen to the advice and go to a dentist immediately.

**Task 18**

Spot the errors in these sentences and correct them.

1. If it will be sunny, the guests will want some lemonade.
2. If I am having more money, I would bought a house.
3. If you had been sleeping on time, you would be able to wake up early.
4. If I will be stuck in traffic, I will let you know.
5. If my brother will be moving to Singapore, I will visit him there.
6. If they would want to, they can host the event.

**PUNCTUATION**

What are punctuation marks?

Punctuation marks are symbols which:

- help organise the structure of written language
- indicate intonation and pauses to be observed when reading aloud
- help avoid ambiguity in expression.

In this age of instant messaging and chatting, punctuation is often neglected. This becomes a major problem, especially when you are required to write essays, proposals, letters etc. The correct use of punctuation marks lends accuracy to a written text, while incorrect usage of punctuation can lead to miscommunication and confusion.

Here is a quick reference guide to some commonly-used punctuation marks. A few tasks have been included to help you practise their correct usage.

Study the rules and examples given below. Then attempt the tasks.

**Comma ( , )**

Common use	Example
1. to separate elements in a list of three or more items	She is active on LinkedIn, Facebook, Instagram and several other lesser-known social networking sites.



3. The senior surgeons opinion was to go ahead with the surgery.
4. Whos taken the books that were on my table?
5. The childrens section is located on the right-hand side of this bookstore.

### Colon ( : )

Common use	Example
1. to introduce an idea that is an explanation or confirmation of the one that comes before it	He was very happy with the results: he had put in a lot of hard work.
2. to introduce a list	I need a research assistant who can do the following: assist me in lectures, check and compile journal articles and maintain the equipment in the lab.
3. to introduce quoted material	Gandhi said: 'You must be the change you wish to see in the world.'

Note: In uses 1 and 2, if the initial clause cannot stand on its own, then the colon must not be used.

For example:

He is active on Facebook, Twitter and WhatsApp. ✓

He is active on: Facebook, Twitter and WhatsApp. ✗

### Task 21

**Insert colons at the correct places in these sentences.**

1. You have only one lifeline use it while you can.
2. On your Facebook profile, you can do the following upload a profile photo, indicate your likes and interests, create albums of your favourite moments and include a cover photo.
3. I can understand just one thing from Satwik's tweets he is travelling all over the world.
4. The scientist said 'We need to increase our focus on research to encourage the spirit of innovation among the youth.'
5. Make a note of the items you need to carry to the camp a torch, sleeping bag and safety kit.

### Semicolon ( ; )

Common use	Example
1. in complicated lists	In the seminar today, we have Prof Raj, IIT Delhi; Prof Swarup, NIT Warangal; Dr Madhusudhan, Director of Forensic Research Institute Hyderabad and Dr Swathi, Chairman of Legal Aid Cell.
2. for separating closely-related independent clauses	Social media sites permit greater sharing of information; they also put one's privacy at risk.

Note: The difference between use 1 of colon and use 2 of semicolon is that while the colon is used for explanatory and supportive information, the semicolon is used to introduce additional or contrary information.

**Task 22**

**Check if the semicolon has been used properly in these sentences and correct it where required.**

- I'm allergic to cottage cheese-based curries; milk-based products do not agree with me.
- Kerala is a lovely place, it has beautiful beaches and lovely weather.
- The social media usage fell sharply in the hostel last week; many students were preparing for exams.
- In the meeting today we have; Mr Sachit Bhagat, CEO, MediaTech, Mr Piyush Gorakh, Director, Soltex Marketing, Ms Pratima Shah, Chairperson, Women Entrepreneurs' Association of Hyderabad and; Mr Satish Sehgal, Assistant Manager, Latitude Software Solutions.
- The librarian placed an order for books; journals; magazines and newspapers.

**Dash ( - )**

There are three types of dashes – hyphen (-), en dash (–) and em dash (—). The table below gives their uses and examples.

Common use	Example
1. Hyphen It is used to: <ol style="list-style-type: none"> <li>join words to indicate that they have a combined meaning</li> <li>separate words in established compound adjectives.</li> </ol>	low-budget, first-class, self-evident  state-of-the-art, tongue-in-cheek
2. En dash It is used to indicate: <ol style="list-style-type: none"> <li>a range like that of pages, dates, chronological time etc.</li> <li>'and' in phrases such as 'Democratic-Republican alliance', 'India-Sri Lanka pact' etc.</li> </ol>	1966–2000, 34–100, July–September  gas–liquid chromatography, Hindi–Tamil bilingual
3. Em dash It is used in speech to indicate a break in thought or shift in tone.	When the book was finally delivered — nearly three weeks after she had ordered it — she decided to return it.

**Task 23**

**Tick the correct uses of hyphen, en dash and em dash.**

- We are expecting around 1000 - 2000 people at the wedding.
- You may think this solution will work—it won't.
- This is a one-way street.
- Conan Doyle was a famous nineteenth—century novelist.
- India–China relations have seen many ups and downs over the years.



**TECHNIQUES FOR WRITING PRECISELY**

Writing is an important skill in academic contexts and at the workplace. In colleges and universities, we write assignments, long essays, theses, reports and articles. At the workplace, we write emails, reports, project proposals, notices, minutes and memos among others. However, conveying ideas and messages effectively and precisely in writing can be challenging. It calls for a detailed understanding of language (grammar and vocabulary), writing conventions and organisational patterns of different kinds of texts.

Some strategies for effective writing:

1. Understand the task at hand. Read the questions carefully, identify keywords and note what exactly you need to do. For instance, in some cases you may just have to present details in an organised way, whereas in some other cases you are required to add your personal evaluative comments as well.
2. Prepare an outline for your write-up based on the task requirements. This may include how many paragraphs, how much space for each component, what you will exclude etc.
3. Based on your outline, search for credible sources of information and read them carefully. You may consult books, research articles, reports, theses or websites. Make sure that the websites you consult have authentic and verifiable information.
4. Make notes while reading.
5. Understand organisational patterns of texts. For instance, an argumentative essay needs to have a clear position on an issue supported by evidence and arguments. An email has to have a clear subject line and convey the message as briefly as possible.
6. Write the first draft based on your readings.
7. Read your draft carefully. Make sure you have included all main points. Your first goal is to achieve content accuracy.
8. Edit your text for redundancy, unnecessary jargon, vague expressions and grammatical inaccuracies.
9. Combine short sentences into compound and complex sentences. Ensure variety in length and type of sentences.
10. Proofread your text for typos and punctuation mistakes. Do not depend on grammar and spell check alone for this.
11. Read the full text once before finalising it. You can ask for feedback from teachers and/or friends, if possible.

**Task 24**

**This paragraph has 10 errors related to vocabulary, grammar and punctuation. Identify the mistakes and rewrite the paragraph.**

March 20 celebrated as the World Sparrow Day since 2010. The aim is to generate awareness about sparrows which were once very common in our surroundings but now they are rare. Till a few years back, sparrows could be seen nests in almost every backyard and public places such as bus and railway stations. The sparrows stayed in large colonies and survived over food grains and tiny worms, and had a close relation with human beings. Now its hard to believe that this tiny, humble sparrow is in danger of disappearing dramatically. What is causing distress to the humble sparrow? Experts notes that the changing human landscape is the main culprit. Modification in house designs in both rural and urban area, rise of skyscrapers, mobile towers and increased pollution have made it difficult for sparrows for surviving.

**Task 25**

**Delete redundant portions and make these sentences as brief as possible. An example has been done for you.**

1. This is to inform that tomorrow has been declared as a holiday in view of the scheduling of the local body elections.

*Ans: Tomorrow has been declared as a holiday on account of local body elections.*

2. The government is of the view that the petroleum prices cannot be reconsidered at this moment as it would be a counterintuitive reaction to the current global conditions.
- 

3. It cannot be denied completely that the player was not thinking of taking a decision regarding his retirement.
- 

4. We will meet tomorrow in the morning. The timing would be 11 am. We will meet in the Conference Room. The meeting will be brief. It will be for just 10 minutes.
- 

5. It is the responsibility of the Project Leader that all team members work in a dedicated fashion on the project and ensure the completion of the work in a timely manner.
- 
- 

**PARAGRAPH WRITING****Organising principles of paragraphs in documents**

Paragraphs are building blocks of writing. In any longer piece of writing – articles, theses, books, cetera – you find several paragraphs. Sometimes, a topic may be dealt with in a single paragraph. If you master writing a good paragraph, you can eventually write an effective essay. You will learn in great detail about organising paragraphs in essays and reports in later units.

**Structure and features of paragraphs**

Let's look at the structure of a paragraph and qualities that make it effective. A paragraph has basically two main components – a topic sentence and supporting details. What is a topic sentence? In order to understand this, we need to first analyse the principle of unity. A good paragraph deals with a single idea or one part of a complex idea. This single idea is clearly stated in the topic sentence. Usually, the topic sentence is found at the very beginning of a paragraph. However, it may at times be at the end and sometimes it may not be stated explicitly at all. The rest of the paragraph includes details which elaborate on the topic sentence. These may include examples, statistics, explanation, definition, description or other details.



Let's look at the following example.

<p><b>Instead of breaking into a jog too quickly and risking injury, take a relaxed and deliberate approach.</b> Before starting, spend some time stretching and warming up, doing any exercises you find comfortable. Once the warm-up is over and you feel ready, begin walking. Increase your speed gradually. Swing your arms briskly and loosely while walking. After you have brisk-walked for some distance, you should feel ready to jog. Start running at a slow pace. Do not bolt out like a sprinter! Remember to keep your shoulders straight and your head up. One final word, do not forget to enjoy the scenery around – after all, it is one of the joys of jogging!</p>	<p>Topic sentence</p> <p>Supporting details</p>
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Here the sentence in bold is the topic sentence. It states the main idea of this paragraph – one should follow a relaxed and deliberate approach to jogging. The rest of the paragraph details out this slow and deliberate approach.

### Task 26

#### Identify the topic sentence in the following paragraphs.

1. An enormous amount of research on how people respond to extreme events has been done by an American University. After studying scores of disasters such as floods, earthquakes and tornadoes, over several decades, one of the most notable findings has been that people rarely lose control. During earthquakes when the ground shakes, dwellings crumble, fires rage, and people are crushed, they do not run screaming through the streets in a wild attempt to escape the horror, even though they undoubtedly feel horrified. Earthquakes and tornadoes wreak havoc on entire communities. Yet people do not usually turn against their neighbours or suddenly forget their personal ties and moral commitments. Instead the more consistently observed pattern is that people come together in the aftermath of disasters – working together to restore their physical environment and their culture to their former shape.
2. An extremely significant factor in climate change awareness is social justice. It has been observed that those who are the most vulnerable to climate changes, those who are already suffering from the impacts of climate change, are the people and communities who contributed least to the problem. When governments and policy makers consider global reduction in emissions it is essential for them to consider exactly which countries are being asked to reduce emissions and by how much. They must be fair and bring in policies that require those countries with excessive emissions to reduce them significantly, but allow countries with very low emissions to increase them, up to the point where all countries have the same per capita emissions.

### COHESION AND COHERENCE

We have noted earlier that a paragraph has a topic sentence and supporting details. However, just writing sentences and putting them together does not make a paragraph. The sentences need to be connected with one another and if it is a long write-up, paragraphs must be connected with one another as well. This connection can be established using various vocabulary and grammar-related techniques and also using patterns of organisation. The former is called 'Cohesion' and the techniques used are referred to as 'cohesive devices'. The latter is called 'Coherence'.



## Cohesion

There are mainly two ways of ensuring cohesion:

- Grammatical Cohesion: through the use of various grammatical techniques
- Lexical cohesion: through the use of various vocabulary-related techniques

The grammatical cohesion includes use of pronouns and linkers, and substitution/ellipsis. See the examples below:

1. Harish and Mohan have been good friends since childhood. *They* studied in the same school, went to the same college and now *they* are working together. (Pronoun)
2. According to a recent report, India's electronic imports have increased substantially. *Therefore*, the government is trying to encourage companies to manufacture goods in India itself. (Linker)
3. Dev used to submit assignments on time, and so *does* his brother now. (Substitution)
4. 'What have you been doing?' 'Working.' (Ellipsis)

Lexical cohesion includes use of repeated references and collocation patterns. See the examples below:

1. Alice caught *the baby* with some difficulty, as it was *a queer shaped little creature* and held out its arms and legs in all directions, 'just like *a star-fish*', thought Alice. *The poor little thing* was snorting like a steam-engine when she caught it.  
~ Alice in Wonderland  
(Repeated references)
2. *We closed the deal* in a star hotel last night. (Collocation)

What does 'close a deal' mean? Is it similar to 'close a shop'?

## Coherence

Coherence refers to the connection at the idea level. This principle works closely with the principle of unity discussed above. We have seen earlier that a paragraph deals with a single idea and it is stated in the topic sentence. The rest of the paragraph has supporting details. The nature of supporting sentences and the way they are organised depends on the discourse patterns such as exemplification, cause-effect analysis, process analysis etc. For instance, in the earlier example paragraph on jogging, the discourse pattern is 'process description'. A process description usually gives directions in a clear chronological order to carry out something to achieve a specified outcome. It may also include trouble-shooting steps. This defines what supporting details are included and how they are organised in a process-analysis paragraph. Similarly, a cause-effect paragraph (e.g. effects of global warming on Indian monsoon) may discuss 4-5 causes or effects in an order of relative importance.

### Task 27

**Edit the following paragraph to achieve better cohesion and coherence.**

Railways in collaboration with Doodle has set up free wifi at railway stations. This is revolutionary and will benefit many customers. You can connect to RailFi by following simple steps. You can teach others as well. When you reach a railway station, make sure your phone or computer's wifi is on because usually people do not keep the wifi on. Scan for available networks. You must be able to see 'RailFi'. Connect to it. Activation portal opens in your default browser. It asks for your mobile number. Enter it and request for 'OTP' (One Time Password). Enter the OTP you have received in the slot. You will get a message that you are successfully connected.



**TYPES OF PARAGRAPHS**

There are different types of paragraphs based on the purpose and function of the paragraph. Here are some common types of paragraphs:

- narrative
- cause-effect
- comparative
- descriptive

In this unit, we will discuss the narrative and cause-effect patterns.

**Let's look at a narrative paragraph.**

On Wednesday, 10 April, the *Titanic* started from Southampton in England. She stopped at Cherbourg in France and then carried on to the port of Queenstown in Ireland. On Thursday, 11 April, shortly after noon, the ship left Queenstown and sailed smoothly over the North Atlantic. The weather was almost perfect, with nothing to indicate an approaching storm except for a brief fog. In fact, the passengers remarked that the sailing was proving to be quite smooth. On the first day, the *Titanic* sailed for 484 miles, the second day, 510 miles, and the third day 549 miles.

**Some common features of a narrative paragraph:**

- Information is arranged in a chronological order.
- Suitable verbs and adverbs are used to talk about the actions.
- Transition words like **after, first, second** et cetera are used.

**Task 28**

**1. Here is a sequence of events leading up to India becoming a Republic. Write a narrative paragraph based on these points. Remember to use suitable sequencing words.**

- 15 August 1947 – India became an independent country
- At this time, the country did not have a constitution of its own
- 28 August 1947 – drafting committee appointed to draft a permanent constitution for the country with Dr B R Ambedkar as the head
- Drafting committee submitted its report on 4 Nov 1947
- Followed by discussions and revisions – signed by the Constituent Assembly on 24 Jan 1950
- Two days later, the constitution came into effect
- India – now a truly sovereign country with a constitution of its own

**Let us now look at a paragraph where the cause-effect relationship between two events is established.**

Many scholars are now convinced that the destruction of the Indus Valley civilisation was caused by climate change. Some believe that the climate change was triggered by the drying of the Saraswati river upon which the economy of the Indus Valley civilisation depended, while others are convinced that a great flood had not only changed the course of the river, but also altered the climatic conditions, leading

to the waning of the cities. Scholars have also pointed out that the eastward shift of the monsoons could have reduced the water supply, thereby forcing the Harappans to migrate. This is because the monsoon brought by the eastward winds supported the vegetation, agriculture and economy of Harappa. The Harappans, hence, depended on these monsoons and as they shifted, the water supply might have dried up, resulting in large-scale migrations.

Some features of cause-effect paragraphs:

- The direct reason for an event to occur is stated as the cause of that event.
- Sometimes, multiple causes are mentioned, with arguments supporting how each cause could have led to the event.
- Words that show connection like *because of*, *as a result of*, *a consequence of*, *owing to* are used.

### Task 29

**Historical records show that the *Titanic* had the best wireless signalling system of the times. However, when the disaster struck, help could not reach the *Titanic* on time. Use these notes to write a paragraph on why the radio signalling system might have failed.**

- The *Titanic* – had the most powerful radio signalling system of the times
- Designed by the inventor of the radio, Marconi, and managed by The Wireless and Telegraph Company owned by Marconi
- All messages were sent wirelessly via Morse Code and could be accessed by anybody on that particular frequency
- One reason why it failed – the operators on the *Titanic* were busy handling the communication of high-profile passengers on board – hence did not receive the warnings about the icebergs
- Many ships received the distress call from the *Titanic* – but the messages were transmitted and re-transmitted, leading to a confusion in the messages



# Ancient Architecture In India



**Vocabulary:**  
Synonyms, antonyms

**Grammar:** Common errors in noun-pronoun agreement and subject-verb agreement

**Reading:** Improving comprehension skills, techniques for good comprehension

**Writing:** Formal letters, letter of complaint, requisition letter, job application and résumé

## Warm-up

Work in pairs and look at the pictures above. Choose the names of the famous monuments from the box below. Can you think of one fact about each of these places?

Red Fort  
Mahabalipuram

Golden Temple  
Ellora Caves

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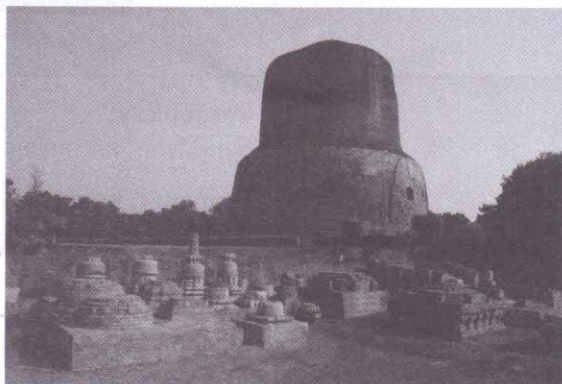
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## Ancient Architecture in India

An important phase of Indian architecture began with the Mauryan period. The material prosperity of the Mauryans and a new religious consciousness led to achievements in all fields. Megasthenes, the Greek ambassador of Seleucus Nicator who visited the Mauryan court, described Chandragupta Maurya's palace as an excellent architectural achievement. It was a large palace carved out of wood.



**Dhamek Stupa at Sarnath**

There were significant advancements in the field of architecture during Ashoka's reign (c. 268 – 232 BC). Mauryan art and architecture imbibed the influence of the Persians and the Greeks. During the reign of Ashoka, many monolithic stone pillars were erected on which teachings of 'Dhamma' were inscribed. The highly-polished pillars with animal figures adorning the top (capitals) are unique and remarkable. The lion capital of the Sarnath Pillar has been accepted as the emblem of the Indian Republic. Each pillar weighs about 50 tonnes and is about 50 feet high.

The stupas of Sanchi and Sarnath are symbols of the achievement of Mauryan architecture. The gateways of the Sanchi Stupa with the beautiful sculptures depicting scenes from the *Jataka* stories bear testimony to the skill and aesthetic sense of the artisans.

The blending of Greek and Indian art subsequently led to the development of Gandhara art. The other schools of art and architecture were the indigenous Mathura school and Amaravati school. A large number of statues of the Buddha were built by the artisans of these

schools, especially after the first century AD, under the influence of the Kushanas. Under the Gandhara school of art, life-like statues of the Buddha and Bodhisattvas were made in the likeness of Greek gods, even though the ideas, inspirations and subjects were all Indian. Rich ornaments, costumes and drapery were used to impart physical beauty. The sculptures were in stone, terracotta, cement-like material and clay.

The figures of the Mathura school were made of spotted red stone. They had a distinct spiritual look about them. Here, along with the Buddha we also find sculptures of Jaina deities.

The Amaravati school developed under the patronage of the Satavahanas of the Andhra region. A great stupa was built at Amaravati in the Lower Godavari region. The walls of the stupa were adorned with bas-relief; these had a carved medallion and decorative panels. Nagarjunakonda is another place that is famous for its Buddhist architecture.

- 'The lion capital of the Sarnath Pillar' – what does 'capital' mean here?
- What is a 'stupa'?
- What is a *Jataka* story?

- How did the Gandhara style emerge?
- What are the characteristics of the Gandhara style?
- Name two other indigenous styles of architecture?

monolithic: a type of art in which shapes are cut from a single solid block of stone; or a work of art created in this way

Bodhisattva: a person capable of attaining nirvana but delays it in order to serve the suffering humanity

bas-relief: a type of art in which shapes are cut from the surrounding stone so that they stand out slightly against a flat surface, or a work of art done in this way  
carved medallion: an oval or circular panel, or design carved on the walls or ceiling



The Gupta period marks the beginning of the construction of free-standing Hindu temples. The temple at Deogarh (Jhansi district), which has a central shrine or *garbhagriha* where the image of the deity is placed and another temple at Bhitargaon (Kanpur district), are two fine examples of this period.

### Cave architecture

The development of cave architecture is another unique feature and marks an important phase in the history of Indian architecture. More than a thousand caves have been excavated where archaeologists have discovered sculptures that were created in the second century BC and AD tenth century. Famous among these were the Ajanta and Ellora Caves of Maharashtra, and the Udayagiri Caves of Odisha. These caves hold Buddhist *viharas*, *chaityas* as well as *mandapas* and pillared-temples of Hindu gods and goddesses.

### Rock-cut temples

Temples were hewn out of huge rocks. The earliest rock-cut temples were built in the western Deccan in the early years of the Christian era. The *chaitya* at the Karle Caves with fine high halls and a polished decorative wall is a remarkable example of rock-cut architecture. The Kailash temple at Ellora built by the Rashtrakutas and the *ratha* temples of Mahabalipuram built by the Pallavas are other examples of rock-cut temples.

In all probability, the stability and permanence of rocks attracted the patrons of art and builders, who decorated these temples with beautiful sculptures.

- Name some places known for their cave architecture.
- What are rock-cut temples? Name some famous rock-cut temples.

### Free-standing temples

The temple-building activities that began during the Gupta rule continued to flourish in later periods. In southern India, the Pallavas, Cholas, Pandiyans, Hoysalas and later, the rulers of the Vijayanagara kingdom were great builders of temples. The Pallava rulers built the shore temple at Mahabalipuram. The Pallavas also built other structural temples like the Kailasanathar temple and the Vaikunta Perumal temples at Kanchipuram. The Cholas built many temples, the most famous being the Brihadeshwara temple at Thanjavur. The Cholas developed a typical style of temple architecture of South India called the Dravida style, complete with *vimana* or *shikhara*, high walls and the gateway topped by a *gopuram*. Magnificent temples were built at Belur and Halebidu, where the stone engravings reached even greater heights. In northern and eastern India magnificent temples were constructed as well, in what is now referred to as the Nagara style. Most of them consisted of the *shikara* (spiral roof), the *garbhagriha* (sanctum) and the *mandap* (pillared-hall).

- Name some of the major dynasties of South India.
- What are the differences between the Dravida style and the Nagara style?

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*viharas*: shelters for Buddhist monks  
*chaityas*: halls of worship

*gopuram*: a large, often richly decorated tower, at the entrance of temples in Southern India



Carved wheel from The Sun Temple, Konark

Odisha has some of the most beautiful temples such as the Lingaraja Temple which was built by the Somavamsi kings, with additions by the Ganga rulers, the Mukteshvara Temple in Bhubaneswar and the Jagannath Temple in Puri are also instances of exemplary temple art. The Sun Temple in Konark was built in the thirteenth century by the Eastern Ganga ruler Narasimhadeva I. The temple is dedicated to Surya (the Sun God) and has been designed as a twelve-wheeled chariot.

The temple complex at Khajuraho was built by the Chandela rulers between the tenth and eleventh centuries in the Bundelkhand region of Madhya Pradesh. Most important among them is the Kandariya Mahadeva Temple.

Mount Abu in Rajasthan is known for the Dilwara temples dedicated to Jain *tirthankaras*. These were built in pure white marble and adorned with exquisite sculptures. They were built under the patronage of the Solanki rulers.

The Somnath temple in Gujarat, the Kashi Vishvanath Temple in Varanasi, the Govinda Devji Temple in Mathura, Kamakhya Temple in Guwahati, Shankaracharya Temple in Kashmir and the Kali Temple at Kalighat, in Kolkata, are some other important temples which bear testimony to the temple-building activities of the Indian sub-continent.

### Post-reading

#### 1. Choose the correct answer.

- a. \_\_\_\_\_ visited the Mauryan court.
  - i. Chandragupta
  - ii. Seleucus Nicator
  - iii. Megasthenes
- b. Mauryan art and architecture depicted the influence of the \_\_\_\_\_.
  - i. Persians
  - ii. Persians and Greeks
  - iii. Greeks
- c. Art and architecture flourished under the Mauryas because
  - i. they had material prosperity
  - ii. there was a heightened religious consciousness
  - iii. there was a huge availability of artisans
  - iv. there was an influence of the Persians and Greeks

only (i)

both (i) and (ii)

(i), (ii) and (iii)

all of the above



- d. The Dilwara temples in Mount Abu are dedicated to \_\_\_\_\_.
- i. Jain *tirthankaras*    ii. Buddha    iii. the Sun god    iv. Mahadev
- e. Stone engravings are seen in the temples of \_\_\_\_\_ and \_\_\_\_\_.
- i. Mahabalipuram, Kanchipuram  
ii. Bhubaneswar, Puri  
iii. Konark, Khajuraho  
iv. Belur, Halebidu

**2. Complete the table by mentioning the architectural contributions of the various dynasties. Two have been done for you.**

Dynasties	Architectural contributions
Mauryas	<i>Monolithic stone pillars</i>
Kushanas	<i>Statues of the Buddha and Bodhisattvas in Greek style</i>
Satavahanas	
Guptas	
Rashtrakutas	
Pallavas	
Cholas	
Eastern Ganga	
Chandelas	
Solankis	

**3. Using your own knowledge of Indian history, discuss why temples were the most important architectural achievements of various dynasties that ruled India.**

**Guidelines**

- Importance of religious rituals at every occasion in life
- The necessity of offering prayers before and after wars
- Temples were centres of art, dance and music.
- They sometimes functioned as treasuries.

## Vocabulary

### SYNONYMS AND ANTONYMS

A rich vocabulary is an asset in any communication scenario – be it written or spoken. Often while speaking or writing, in the absence of a wide range of vocabulary, we tend to repeat the same words. For instance, instead of overusing the word 'like' in contexts such as 'I like gadgets', 'I like A R Rahman's

music', 'I like playing computer games more than watching television', we can use more precise synonyms of 'like' such as 'prefer', 'admire', or 'appreciate', depending on the context.

Synonyms are words with similar meanings, but differ in connotation. For instance, though the words 'slim' and 'skinny' are synonyms, they are slightly different in terms of meaning.

- slim - thin, or attractively thin
- skinny - very thin, disapprovingly thin
- brainy - having or showing intelligence
- smart - having or showing quick intelligence

It is interesting to note how the following words from the reading passage and their synonyms have both figured in the text: decorated – adorned; magnificent – beautiful; deity – god

Can you find a few more such examples?

Having a knowledge of synonyms helps us to be more accurate in meaning. They also help us maintain brevity and effectiveness in communication. Let's consider the word 'close'. Depending on the context in which it is used, it takes on the following meanings:

Contextual meaning	Synonym
close (short distance)	near
close (connection or resemblance)	strong
close (done in a careful way)	careful
close (not willing to disclose)	secretive
close (carefully guarded)	tight

### Task 1

Fill in the blanks with the suitable synonyms from the second column in the table above.

- My house is \_\_\_\_\_ the supermarket.
- There is a \_\_\_\_\_ resemblance between the members of a family in terms of genetic profiles.
- While taking the readings in the experiment, we must pay \_\_\_\_\_ attention to the decimal points. They should not be rounded off.
- Before a technology is patented, the developers tend to be \_\_\_\_\_ about the details.
- Since the President was on a visit to the campus, the security was very \_\_\_\_\_.

**Note:** In each of the sentences in Task 1, though 'close' can be used to fill the gaps, using more suitable synonyms of the word would make the meaning more precise and effective.

### Task 2

Identify the synonyms of the words in bold.

- The number of votes cast by the members of the committee will be counted to **determine** the next chairperson.
  - a. regulate
  - b. decide
  - c. rule
  - d. diagnose
- Any changes to the proposed construction plan must be **authorised** by the Chief Engineer of the Roadways Department.
  - a. approved
  - b. allowed
  - c. agreed
  - d. decided



3. The manager **acknowledged** that the CCTV cameras in the bank had not been working for quite sometime.
  - a. regarded
  - b. recognised
  - c. appreciated
  - d. agreed
4. The resource person at the workshop explained the **importance** of acknowledging our sources while writing research papers.
  - a. significance
  - b. consequence
  - c. import
  - d. relevance.
5. The high level of foreign investment is a **positive** sign for the economy of our country.
  - a. confident
  - b. pragmatic
  - c. definite
  - d. favourable

Antonyms are pairs of words with opposite meanings. There are three categories of antonyms:

Category	Explanation	Examples
Graded antonyms	the relationship between the two words with opposite meanings lies along a continuous spectrum	heavy – light (weight is a continuous spectrum), dangerous – safe
Complementary antonyms	pair of words with opposite meanings which do not lie on a continuous spectrum	mortal – immortal, occupied – vacant
Relational antonyms	pairs of words that refer to a relationship from opposite points of view	teacher – student; doctor – patient

Antonyms not only help in broadening one's vocabulary but also help us to think critically, categorise, compare and contrast things and concepts.

### Task 3

**Fill in the blanks with antonyms of words in brackets.**

1. One of the key elements in Darwin's theory of evolution is \_\_\_\_\_ selection. (artificial)
2. The two phones were \_\_\_\_\_ in every way except for the price. (different)
3. It would be unfair to \_\_\_\_\_ the proposal, especially when we have not had the time to go through it. (accept)
4. Before proceeding with the project, we must have a \_\_\_\_\_ plan of action. (indefinite)
5. The screw coupler is the oldest coupling system used to \_\_\_\_\_ the coaches of a train. (disconnect)

## Grammar

### NOUN-PRONOUN AGREEMENT

A pronoun is a word used instead of a noun. Pronouns can be of the following types:

Type of pronoun	Examples
Demonstrative	this, that, these, those
Indefinite	anybody, something

Type of pronoun	Examples
Reflexive	yourself, myself, herself
Interrogative	who, which, what
Personal	I, you, he, she, we, they
Possessive	my, your, her, his, their
Relative	who, whom, whose, which, that

The noun to which the pronoun refers is called the antecedent. Look at the following example:

Leonardo Da Vinci was known for his technological ingenuity; he had in fact conceptualised a flying machine.

In this sentence, the antecedent of the pronouns 'his' and 'he' is Leonardo da Vinci.

Every pronoun must agree with its antecedent in terms of number (singular/plural), person (first, second, third) and gender (masculine/feminine).

In the example above, we can see that both the pronouns 'his' and 'he' agree with the antecedent in terms of number (singular), person (third) and gender (masculine).

So the rules for noun-pronoun agreement are:

1. If antecedent of the pronoun is singular – the pronoun should be singular.
2. If antecedent of the pronoun is plural – the pronoun should be plural.
3. The pronoun must also agree with the antecedent in terms of person and gender.

The following table lists some common errors in noun-pronoun agreement:

Type of error	Sentence	Explanation
Antecedents with conjunctions like 'and'	Raghav and Bhargav are proud of their performance in the recently concluded Sports Meet.	The antecedent here is plural.
Antecedents with conjunctions like or/nor	Neither the sample nor the reports are available at the lab. (✓) Neither the reports, nor the sample is available at the lab. (✓) Neither the samples, nor the reports are available at the lab. (✓)	The pronoun referring to the antecedent should match with the closest part of the antecedent.
Pronouns as antecedents	These project reports are okay, but those need to have their certificates changed.	<i>Those</i> is a pronoun, but also works as an antecedent. In such cases, both the pronouns must agree with each other in terms of number, person and gender.



Type of error	Sentence	Explanation
Indefinite pronouns as antecedents	Everyone must submit his or her internship report in the Department Office. (✓)	When indefinite pronouns are used, the antecedent refers to non-specific people, places, things or ideas. Therefore, the pronouns referring to such antecedents must be singular as well. This would also help in avoiding gender bias, as can be seen in the third sentence.
	Everyone must submit their internship reports in the Department Office. (✗)	
	Everyone must submit his internship report in the Department Office. (✗)	
Collective nouns	The committee will announce its decision day after tomorrow.	Collective nouns are singular if they are referred to as a unit. In the first sentence, the committee has made its decision as a unit, and functions as a singular entity. Therefore, the pronoun is also singular. Though 'audience' is a collective noun, the implication is that every member took his or her own seat. Hence the pronoun is plural.
	After the prayer, the audience took their seats for the proceedings to begin.	

#### Task 4

Fill the blanks with the correct pronouns.

- Everybody in the lab was ready to complete \_\_\_\_\_ assignment.
- Sometimes students may want to improve \_\_\_\_\_ grades in a particular course.
- If cars are not serviced regularly, \_\_\_\_\_ will consume more fuel.
- He saw \_\_\_\_\_ professor in the library and decided to ask for some assistance.
- No matter how Ravi tried, \_\_\_\_\_ could not execute the program.

#### SUBJECT-VERB AGREEMENT

#### Task 5

1. Spot and correct the errors in these sentences.

- The movie were a good watch, though at times the scenes was a bit dragging.
- Coal are so cheap that trying to generate electricity without it would be economic suicide, especially for developing countries.
- A dragonfly keep itself airborne by creating whirlwinds and vortices in the air.



**2. Answer these questions.**

- a. Did these errors have anything in common?
- b. How did you correct them?

While working on the three sentences under Task 5, you must have noticed that the verb in a sentence has to agree with the subject, both in terms of number and person. This is called 'subject-verb agreement'.

A verb must agree with its subject in number and person.

In sentence (a), the subject is singular (movie) and hence it takes a singular verb (was).

One challenge you might face in making your verbs agree with their subjects is that, at times, it becomes difficult to decide whether a subject is singular or plural. Here are some typical scenarios in which you might face such a challenge and the possible solutions.

Scenario	Example	Solution
The noun has the same singular and plural forms. Example: sheep, deer, species	The restless sheep <u>were</u> herded into the pen. (plural verb) This sheep <u>was</u> lost. (singular verb)	Decide from the context if the subject is singular or plural.
Some nouns appear to be plural but are used in the singular sense. Example: politics, mathematics	Mathematics <u>is</u> a compulsory subject till class 10. (singular verb) Politics <u>is</u> not everyone's cup of tea. (singular verb)	Use a singular verb.
Some nouns appear to be plural but can be used in the plural as well as the singular sense. Example: jeans, scissors	This pair of jeans <u>belongs</u> to me. (singular verb) Those jeans <u>are</u> too tight for me. (plural verb)	Use the context to check whether the noun has been used in a singular sense or a plural sense.
Compound subjects (connected by 'and') Example: Mickey and Donald, Ram and Shyam	Mickey Mouse and Donald Duck <u>are</u> the best of friends. (plural verb)	Use a plural verb as the subject is plural.
Compound subjects connected by 'and' which suggest one idea to the mind Example: bread and butter, time and tide	Bread and butter <u>is</u> a popular breakfast item. (singular verb) Time and tide <u>waits</u> for no man. (singular verb)	Use a singular verb as the subject is considered singular.
One of the subjects joined by 'or' or 'nor' is plural Example: David or his brothers	Either David or his brothers <u>are</u> going for the party. (plural verb)	Place the plural subject closer to the verb and make the verb agree with it.



Scenario	Example	Solution
Collective nouns Example: orchestra, band	The orchestra <u>is</u> going to perform before a live audience. (singular verb)	The subject remains singular.
The subject is a collective noun that can be treated as a singular entity as well as a plural one. Example: jury, committee	The jury <u>is</u> unanimous in its decision. (singular verb) The jury <u>differ</u> in their opinions. (plural verb)	Use a singular verb when the collection is thought of as a whole. Use a plural verb when the collection is thought of as a plural entity.

### Task 6

#### Correct the errors related to subject–verb agreement in these sentences.

1. Emergencies is by their nature unexpected events and requires a prompt and proper response. If you follows the advice and guidance given in this book you will undoubtedly be able to give early and effective help when needed.
2. Lungs does not have any muscles, so they cannot move air on their own. Instead, muscles in the chest makes the lungs expand, or blow up like a balloon as air is sucked in.
3. Certain days of the week and selected times of a day is better than others for holding meetings.
4. People has been on the move since before historical records began, whether fleeing from their enemies or looking for new lands to settle in. In fact, there is numerous historical evidence that show this.
5. That bouquet of roses were probably the most meaningful gift that Della received on such an important day in her life. It were her birthday and she knew very well that Jim would not be able to buy an expensive gift.

### Task 7

#### Correct the errors in these sentences.

1. Neither the project manager nor his assistant are attending the meeting.
2. Logistics are not my area of expertise.
3. These pliers is not strong enough for the job.
4. Our team are going to work overtime to meet the deadline.
5. The committee have decided to pass the budget proposal in this session.
6. They does not know the reason for the postponement of the event.
7. Printers and scanners needs regular maintenance for trouble-free service.
8. *The Seven Habits of Highly Effective People* have been written by Stephen Covey.
9. Each of the employees have been rewarded for contributing to the growth of the business.
10. *Conjuring 2* were one of the scariest films to be released this year.

## Reading

### IMPROVING COMPREHENSION SKILLS

One of the best ways to learn a language is by reading. Extensive reading

- helps us think in the new language
- helps us build better vocabulary
- provides us models of good writing
- enables comprehension and critical thinking.

Of the four points listed above, each takes precedence depending on the reason for which one is reading. Overall, the ability to understand and respond to information presented in a variety of forms is a very useful skill. It is a skill that is not only tested in examinations, but also matters in real-life situations.

To become proficient readers, students should be able to understand the meaning of what they read. This involves not only capturing the direct meaning, but also drawing inferences that one can make from the text. Further, good readers are also able to read 'between the lines', in order to identify the assumptions being made by the writer, and also go 'beyond the text' in order to find value in what they read.

### TECHNIQUES FOR GOOD COMPREHENSION

#### Prediction

While reading, to be able to predict the content and make inferences are very useful skills. Prediction involves thinking ahead while reading. We use images, titles, subtitles, text and our own personal experiences to predict what information an article contains. In case of stories, we use the initial sequence of events to predict what happens next, which helps us make a connection between what we are reading and what we already know. This improves our experience of reading as we understand the text better and can engage with it in a more productive manner.

#### Task 8

Read the following title and subtitle of a passage and predict the content.

**Why is Facebook addictive?**

SUBTITLE: Researchers at Cornell University conducted an online experiment to find out why users keep returning to Facebook.

Now, read the passage and check how far your prediction was accurate.

#### Why is Facebook addictive?

Researchers at Cornell University conducted an online experiment to find out why users keep returning to Facebook.

Have you ever considered quitting Facebook? It's possible you logged out of it on your phone, even deactivated your account, only to sheepishly log back in a few days. Well, you are not alone. A Dutch creative agency called Just carried out an experiment called '99 Days of Freedom'. In the experiment, they asked over 5000 participants to stay away from Facebook for 99 days.



The researchers found that there were four main reasons why the users returned or did not return to Facebook.

- Users were more likely to return to Facebook if they felt they were addicted to it. Some users confessed that every time they opened an internet browser, they automatically typed 'f' to visit Facebook. Using Facebook had become a matter of habit for them.
- Users who thought their activity on Facebook was being monitored were less likely to return to it.
- Users who were in a good mood were less likely to return to Facebook. Users who were upset about something were more likely to use Facebook to talk about it.
- Users who had access to other networks like Twitter or Instagram were less likely to return to Facebook. It may be that their need to connect with others online was being satisfied by these other channels.

Researcher Eric Baumer concludes that the users face a difficult decision on whether to use Facebook or not. On the one hand, they are apprehensive about corporations using and analysing their personal information, and on the other, they enjoy staying connected with others through Facebook. For many groups, Facebook is the only way they could contact some of their friends and acquaintances.

### Inferencing

Inferencing is another useful reading skill. The information in some reading texts is implied and not directly stated. We draw conclusions from 'what is stated' to understand 'what is implied'. Thus, inferencing is a process by which we interpret facts and apply our reasoning and knowledge to reach conclusions.

#### Task 9

Read this passage and attempt the questions that follow.

### A Single Tweet



Arrested

James Buck, a graduate student of University of Berkeley, chose an interesting topic for his Master's thesis: 'The New Leftists and the Blogosphere'. As a part of his project, he found himself covering an anti-government protest in Mahalia, Egypt, on 10 April 2008, when he was arrested by the government. Before being taken away, he managed to tweet a single word 'Arrested'. Hossam-el-Hamalaway, a student at the same university and fellow-blogger noticed the tweet. He and his other fellow-bloggers immediately contacted University of California, which

arranged for a lawyer to secure his release and informed the embassy officials as well. More importantly, they also contacted media organisations. The digital SOS worked and Buck was eventually released. James Buck announced this to the world through a single word: 'Free'.

Free



This was one of the earliest instances which demonstrated the power of social media to inform and act.

**Choose the best alternative/s.**

1. James Buck was arrested for
  - a. his views on social media
  - b. covering an anti-government protest
  - c. his choice of topic for his Master's thesis
2. What does the phrase 'digital SOS' mean?
  - a. a kind of technology
  - b. name of a social media
  - c. a plea for help sent using digital media
3. When Buck tweeted a single word 'Arrested', he was
  - a. expressing his anger
  - b. calling attention to his plight
  - c. using a strategy in line with his views on social media
4. What alternate media could Buck have used to attract the same kind of attention to his condition? Examine the reach of social media vis-a-vis traditional media.

**FACTS AND OPINIONS**

The ability to read purposefully and critically can be developed through various techniques. To begin with, any reader must be able to distinguish between facts and opinions.

**Fact:** It is a statement that can be proved. Such statements are usually backed by supporting evidence which usually takes the form of a quotation, an example, a statistic, a personal experience or a research finding.

**Opinion:** A statement that says something about the author's attitude towards the subject (what he believes or feels). Opinions do not require supporting evidence.

Look at this example:

**Opinion** → [Social media can be very addictive.] [A study conducted last year by an American university showed that features such as 'Like' and actions such as sharing and retweeting release the addictive neurotransmitter dopamine.] [It was also found that the lack of endorsement and acknowledgment on social media often provoked jealousy and anxiety.] → **Fact**

**Task 10**

**Circle the facts and underline the opinions in the following extract.**

We live in an age where we cannot simply wish away the presence of social media. We are surrounded by these media-sites all the time. In the beginning it all sounded very exciting, until a large number of people got hooked on and things started getting out of hand. For instance, in a recent study sponsored by a major media house, it was found that 13-year-olds check their social media feeds about 100 times a day, around 90 per cent of teens have used social media and 75 per cent of them have profiles on social networking sites. More than 50 per cent of them reported experiencing anxiety while using social media.



**Writing**

**LETTER OF ENQUIRY**

**Task 11**

During your summer vacation, you are planning to take up an internship with a leading organisation in your city and you need to write a letter of enquiry to the HR Manager. What kind of a letter would this be – formal or informal?

A letter of enquiry asks someone for specific information. Hence, the tone and the content of the letter must make it easy for the recipient to identify and provide the information that you require.

**1. Tick the points that you would include in the letter.**

- a. A brief self-introduction
- b. An enquiry about the annual profit the company makes
- c. A request for internship
- d. Details about your medical history
- e. When you would be available for work
- f. The reason why you want this internship
- g. Details about your participation in sports/cultural activities
- h. Technical knowledge about the nature of the work
- i. Your contact details
- j. Enquiry about the availability of internship opportunities/positions

**Task 12**

**Here is a letter based on the situation in Task 11. Read the letter carefully, identify and label its parts. Choose from the options in the box.**

receiver's address	sender's address	subject line
signing off	opening salutation	date

Chitra K  
4/73, Aparna County  
Miyapur  
Hyderabad - 500049



a.

1 April 2016



b.

Mr H S D Srinivas  
Associate Director (Human Resources)  
L & T Metro Services  
Miyapur  
Hyderabad - 500049



c.

In a formal letter, the layout and organisation are very important. Note the alignment and spacing in this sample letter.

Dear Sir

d.

**Sub:** Enquiry regarding internship opportunities at L&T Metro

e.

I am a student of Mechanical Engineering, studying at IIT, Hyderabad. I am in the second year of my course. I would like to know about the internship opportunities available at your organisation. (Paragraph 1 – self-introduction and stating of purpose)

I am interested in studying the mechanism involved in the running of electric trains. In fact, I intend to take it up as the focus area of research for my project this year. In this connection, an internship with L & T Metro will give me valuable hands-on experience with reference to my area of study. (Paragraph 2 – further details about the enquiry)

My summer break extends from 10 April to 30 June. Please do let me know if opportunities are available to intern with L&T Metro. I have attached my brief profile with this letter, for your reference. (Paragraph 3 – timelines and follow up)

Regards,

f.

Yours faithfully

(Chitra Kallil)

**Answer these questions.**

1. Is the subject line clear and concise?
2. How can the receiver contact the sender?

**Task 13****Write letters of enquiry for these situations.**

1. You have decided to take an insurance policy to avail yourself of tax benefits. Write a letter to the branch manager of an insurance agency, requesting a brochure with the details of schemes available.
2. Write a letter to a local bookseller enquiring if copies of the books prescribed in your syllabus are available with him/her. Find out about the mode of purchase available.
3. Write a letter to the Chairman of the Airports Authority of India, enquiring whether students of Aeronautical Engineering would be permitted a field visit to the aircraft maintenance facility at a nearby airport.

**LETTERS OF COMPLAINT****Which one of these goods and services have you complained about in the past?**

Poor service at a restaurant	Manufacturing defect of an item purchased
Public transport amenities that were not up to the mark	A package that has been incorrectly delivered by an e-commerce website
Overcharged mobile bill	Poor facilities at a hospital
Non-availability of water	Delayed or unsatisfactory servicing of an equipment



**What was the mode in which you registered your complaint – in person, over the telephone, email, letter etc? Discuss with your friends and peers.**

A letter of complaint is a formal letter/mail which is used to draw attention to concerns like poor quality of service, damaged goods, malfunctioning products etc. In a letter of complaint, whatever the nature of distress or annoyance, one must always maintain a polite but firm tone.

### Task 14

**1. Gautam had seen the following advertisement at his workplace regarding a new sporting facility for the employees. Underline the important points in the advertisement.**

## Wizsports Centre



Having corporate connections with more than 40 business houses, **Wizsports** is proud to offer the employees of **D & B Innovations** the following facilities in the sports centre:

- A fully equipped gym with qualified instructors
- A hygienic swimming pool for both the beginners and the trained
- Full-sized tennis and shuttle courts
- An indoor basketball court
- A restaurant offering diet-friendly cuisine from our experienced chefs

So, wear your sporting shoes and come down to the sports centre. As an employee of **D & B Innovations**, you will be eligible for a 10% discount on the annual membership fee. Get in touch with Mr Aarav Gupta, our customer service representative, on 9440088665.

**2. Gautam visited the sports centre and took up a membership. After a couple of weeks, he realised that he was not satisfied with the facilities and the quality of service. Here is the letter of complaint that he wrote to the management on this matter. Read the letter and discuss the following questions with your friends.**

Gautam Kapoor  
 Research Associate  
 D & B Innovations  
 Sector 14  
 Gurugram  
 Haryana

18 April 2016

Peter Malhotra  
 Head–Customer Service  
 Wizsports International Limited  
 Sector 56  
 Gurugram  
 Haryana

Dear Sir,

Sub: Complaint regarding the poor quality of services at Wizsports Centre  
 D & B Innovations

This letter is to inform you about the poor quality of the services that are being provided at Wizsports Centre, D & B Innovations, Gurugram.

→ **General statement of the problem**

Last month, Wizsports inaugurated its centre on our campus, promising a range of facilities. More importantly, an inaugural discount of 10% was promised on all annual subscriptions. Being an employee of D & B, I wanted to use the facility and hence spoke to Mr Aarav Gupta, the customer service representative. However, he informed me that the inaugural discount was applicable only if I introduced another prospective member. I took the membership at a steep fee of Rs 12,000 per year.

→ **Specific details of the problem**

However, I noticed that the facilities offered were of a poor quality. To begin with, qualified instructors are never available at the gym. Further, the equipment in the gym appears to be second-hand, with almost all of the grooves and the nuts falling apart. The swimming pool is not being cleaned regularly and the restaurant is serving stale food. I tried contacting Mr Gupta regarding these issues on numerous occasions, but his number remains inaccessible. Considering the amount that has been charged as annual membership, I feel that better facilities should have been provided.

→ **Further details**

Hence, I request you to look into the matter and resolve the issues raised. I look forward to hearing from you on this.

→ **Request for action**

Yours sincerely,  
 Gautam Kapoor

Research Associate  
 D & B Innovations

1. Is this a formal letter or an informal letter? Which features of the letter tell you this?
2. What does the writer say in the first paragraph?
3. In which paragraphs of the letter does he give the specific details of the problems?
4. What is the significance of the last paragraph? Do you think it must be included in a letter complaint?
5. Briefly discuss the tone of the letter. (polite, rude, firm, pleasant etc.)

While writing a letter of complaint, think about the following questions and organise the paragraphs in your letter accordingly.

- Why are you writing this letter? (state the problem)



- What is your specific complaint? (specific details of the complaint; you must include dates for reference)
- What do you want the recipient to do? (request for action – you must be clear as to what you are expecting from the recipient of your complaint)

### Task 15

**Danish had purchased some sports equipment for his college from Bharath Sports Pvt. Ltd., Patna. However, he faced some problems with the delivery. These are the notes he made regarding this. Using the notes and the format of the complaint letter given in Task 13, write a letter of complaint.**

- Order was placed for 15 badminton racquets, 20 cricket kits and 50 roller skates. Delivered – 10 shuttle rackets, 25 cricket kids and 100 roller skates.
- Packaging was open. Some of the cricket kits had been tampered with.
- Delivery was promised on 30th April. Equipment actually delivered on 15th May.
- Promised discount of 10 percent was not given.

### Task 16

**Write letters of complaint on these situations for further practice.**

1. You had purchased a mobile phone from an e-commerce website during a discount sale. However, you received a damaged phone (the screen was broken and the battery appeared to have been removed from the box). Write a letter to the website asking for a replacement or refund.
2. You had subscribed to a magazine called *Sports Outlook* and paid Rs 2000 towards an annual subscription. But you haven't received your magazine yet. Write a letter to the Circulation Manager requesting him to resolve the issue.

### LETTER OF REQUISITION

A letter of requisition is a formal letter in which we request a particular favour/service from an organisation/individual.

The content in a letter of requisition can be organised in the following manner:

Paragraph 1 – Introduce yourself and state the reason for writing the letter

Paragraph 2– Add supporting details

Paragraph 3 – Add additional details if necessary, and restate the request

It is important that a polite and courteous tone is maintained throughout the letter. Here is an example of a letter of requisition.

Rishi Manthana  
Roll No: 12HPH2015  
Dept. of Electronics and Communication Engineering

Shradda College of Engineering  
Hydernagar  
Hyderabad - 500049

29 May 2018

The Librarian  
Shradda College of Engineering  
Hydernagar  
Hyderabad - 500049

Dear Sir,

Sub: Requisition to return my caution deposit for library books

I am a final year student of the ECE department. I am writing this letter to request a refund of the caution deposit for the Student Book Loan scheme.

**Brief introduction and reason for writing the letter**

For the past four years, I have been availing of the Student Book Loan scheme offered by the college and for this purpose, I had paid Rs.2000 as a caution deposit in 2014.

**Supporting details**

I have successfully appeared for the final semester examinations and will be passing out in June 2018. Therefore, I request you to make arrangements for the refund at the earliest.

**Additional details and restating the request**

Thanking you,  
Yours sincerely,

(Signature)  
Rishi Manthena

### Task 17

**Write letters of requisition based on the following situations.**

1. You are working on a project for which you would need to use the Computer Lab beyond the working hours. Write a letter to the Dean Academics stating your request and clearly mentioning the time during which you propose to use the lab.
2. You have completed your internship from an organisation. Your onsite supervisor is required to provide a report on your performance which is to be submitted to your Head of the Department. Write a letter of requisition, requesting your onsite supervisor to provide the report.

### RÉSUMÉ AND JOB APPLICATION

One type of advertisements that you commonly find in newspapers and on online portals is job-related. When looking for new job opportunities, it becomes important to be able to understand and respond to these advertisements. Although many corporations use online forms to access applicants' information, knowing how to create a résumé and a cover letter is still an important skill.

A résumé tells the employers what they would like to know about an applicant before they can shortlist them for an interview. It usually carries information pertaining to the candidate's education, qualifications, professional experience, achievements and strengths. It is basically a document that showcases your suitability for the job in question.



**Sample résumé**

Pavan Verma  
 34 Dayal Bagh, Agra, Uttar Pradesh  
 pverma@gmail.com

Academic qualifications:				
Degree/certificate	Institute	Board/university	Year	Percentage/GPA
B Tech in Computer Science	Dev Institute of Information Technology, Noida	UP Technological University, Lucknow	2016	75%
12 <sup>th</sup>	St Patrick's Junior College, Agra	CBSE	2012	84.4%
10 <sup>th</sup>	St Marks High School, Agra	CBSE	2010	89.3%

Training/projects undertaken:		
Name of the institute/organisation	Project details	Duration
Jaya Institute of Technology, Chennai	<b>Database Management System</b> The project involved designing a Database Management System for the billing and inventory management of a garage. The aim was to make inventory, payment, account and workforce management a simple task.	2 months
KITS, Chittoor	<b>Data Structures</b> The project involved a study of various kinds of data structures, focusing on different kinds of file types and their implementation in a particular domain, viz. a shopping mall.	1 month

**Computer proficiency:**

- C, C++, PL/SQL, HTML
- Turbo C, Oracle 8i, Adobe Image Ready, Adobe Photoshop, Adobe Illustrator, Flash
- UNIX, LINUX, Windows XP/Vista/10, DOS

**Achievements:**

- Meritorious position in the Mathematics Olympiad in Class 10
- Certificate of Credit in Mathematics, in the International Competition for Schools organised by the CBSE
- Participated in and organised cultural events in the college fest

**Personal details:**

Date of birth : 27 December 1995  
 Gender : Male  
 Languages known : English, Punjabi, Hindi



### Job application / Cover letter

A job application / cover letter is what goes with a résumé. It is used to introduce yourself in short. In it, you will state what job you are interested in and why you think you are suitable for that job. A cover letter should motivate the employer to read further about you in your résumé. An impressive cover letter and résumé are the first steps towards bagging the job that you want.

#### Sample cover letter

<p>Ankita Ghosh 55 Tollygunge Kolkata</p>	→	The place you are writing from
<p>23 March 2016</p>	→	Date
<p>The Manager Human Resources Department JKL Technologies</p>	→	The name, designation and address of the person you are writing to
<p>Dear Sir/Madam,</p>	→	You can put in their name here in place of Sir/Madam
<p>Sub: Applying for the post of Data Entry Assistant with reference to the advertisement in <i>Hindustan News</i>, dated 10 March 2016.</p>	→	The subject line helps the reader to know what the letter is about immediately
<p>I am writing in response to your advertisement for the post of Data Entry Assistant. After carefully reviewing the requirements in the job description, I feel that I am a suitable candidate for the job. I have held several data entry positions that entailed inputting customer requests and enquiries and tracking codes of products. I have also performed administrative duties, including copying and faxing documents, answering the phone, transferring data, web research and reporting to the immediate supervisor.</p>	→	Explain why you are suitable for the job
<p>I feel that I can add professionalism and accuracy to your current team. With extensive experience in supporting all levels of a department and working directly with external vendors, I feel that I can complete projects on time and under minimal supervision.</p> <p>If you feel that there is a mutual interest, I would welcome the opportunity to meet with you to learn more about your company, the requirements of the position and whether my qualifications would be a good fit.</p>	→	Conclude by mentioning your key strengths as per the job requirements
<p>Thank you in advance for your time and consideration. I look forward to hearing from you soon.</p>	→	Thank the reader
<p>Yours faithfully, Ankita Ghosh</p>	→	Sign off in a formal manner
<p>Enclosure: Résumé</p>		



**Task 18**

Based on the models discussed in this unit, create a résumé and cover letter for this job advertisement.

Imagine the excitement of working in a company which offers you a learning experience every second. Will you be interested in joining a team that has the skill and determination to scale new heights and is making history across the globe? Powered by intellect and driven by values, **Softech** is the face of new India.

A world leader in consulting and information technology services, Softech partners with 2000 global companies to provide business consulting, systems integration, application development and product engineering services.

We are looking for **Software Engineers** for our development centres at Bangalore, Bhubaneswar, Chennai, Hyderabad, Mangalore, Chandigarh, Mysore, Pune and Tiruvananthapuram. As a Software Engineer, you must have 1 to 3 years of relevant software experience in a reputed IT organisation. You will need to work towards the execution of assigned project tasks (coding, testing, reviewing, planning, design etc.). You should be a BE with a consistently excellent academic record. Expertise in Spanish/German/French will be an added advantage. Proven expertise in any of these skills is necessary.

**Web Technologies:** Java, EJB

**Databases:** Oracle, Sybase

**Open Systems:** C++, Linux, Unix

To apply, please email your resume, mentioning your date of birth, contact number and personal email id. Send in your resumes to [careers\\_hrd@softech.com](mailto:careers_hrd@softech.com).

**Task 19**

WU-mreW

In pairs, exchange the cover letter and résumé that you have created. Check your partner's work to see if all the required information has been provided. Suggest improvements where possible.





# Blue Jeans



**Vocabulary:** Prefixes and suffixes from foreign languages, words from foreign languages

**Grammar:** Misplaced modifiers, tenses

**Reading:** Skimming and scanning

**Writing:** Nature and style of sensible writing, defining, describing (objects, places, events), classifying, providing examples and evidence

## Warm-up

Here are some statements. Indicate whether you agree/disagree with each statement. In pairs, discuss the reasons for your answers.

Statements	Agree	Disagree
You need to wear jeans if you want to look more fashionable.	<input type="checkbox"/>	<input type="checkbox"/>
Women are more beauty-conscious than men.	<input type="checkbox"/>	<input type="checkbox"/>
People with fair skin are more beautiful and attractive.	<input type="checkbox"/>	<input type="checkbox"/>
People look more beautiful in modern outfits than in traditional dresses.	<input type="checkbox"/>	<input type="checkbox"/>
Married women should not wear jeans.	<input type="checkbox"/>	<input type="checkbox"/>



## Blue Jeans

### How they were invented

Denim cloth has an unusual history. The name comes from *serge de Nimes*, a city in southern France. Originally, it was a strong material made from wool. By the 1700s, it was made from wool and cotton. Only later was it made solely

from cotton. Originally, this material was used only to make sails, but eventually, some innovative Genovese sailors thought that such fine, strong material would make great pants.

Blue jeans, in the form that we know them today, did not come about until the middle of the nineteenth century. Levi Strauss, an enterprising immigrant who happened to have a few bolts of blue denim cloth on hand, recognised a need for strong work pants in the mining communities of California. He first designed and marketed 'Levi's' in 1850, and they have stayed essentially the same ever since; there have been only minor alterations to the original design.

The original Levi's did not contain rivets. A tailor by the name of Jacob Davis invented riveted pants at the request of a miner who complained that regular pants were not rugged enough to hold his mining tools. Davis subsequently granted Strauss the use of his rivet idea, which was patented on 20 May 1873. A few other changes were made over the next century. Zippers replaced buttons in 1920. In 1937, the rivets on the back pockets were moved inside, in response to complaints from school boards that the jeans students wore were damaging chairs, and from cowboys that their jeans were damaging their saddles. In the 1960s, they were removed entirely from the back pockets.

### Raw materials

True blue jeans are made out of 100 percent cotton, including the threads used for stitching them. The most common dye used is synthetic indigo. The belt loops, waistband, back panel, pockets and leggings are all made of indigo-dyed denim. Other features of blue jeans include the zipper, the buttons, the rivets, and the label. Rivets have been traditionally made of copper, but the zipper and the buttons are usually steel. Designers' labels are often tags made out of cloth, leather, or plastic, while others are embroidered on with cotton thread.

### Manufacturing denim cloth

In order to manufacture trousers, first the fabric has to be prepared. This is done in three stages: i) preparing the cotton yarn; ii) dyeing the yarn; and iii) weaving the yarn.

#### (i) Preparing the cotton yarn

There are several steps to be taken before the ginned cotton (that has been picked from fields and processed), becomes cotton yarn. The incoming cotton is removed from tightly packed bales and inspected, before undergoing a process known as carding. In this process, the cotton is put through machines that contain brushes with bent wire teeth. These brushes – called cards – clean, disentangle, straighten, and gather together the cotton fibers. At this point, the fibers are called slivers.

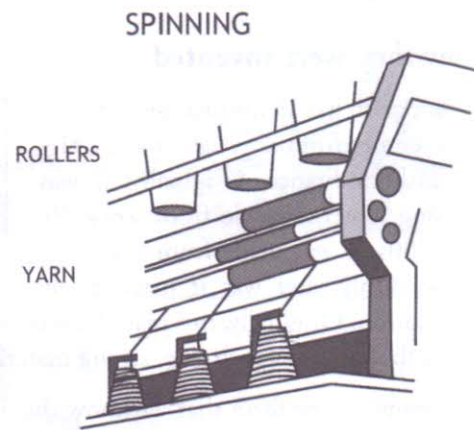
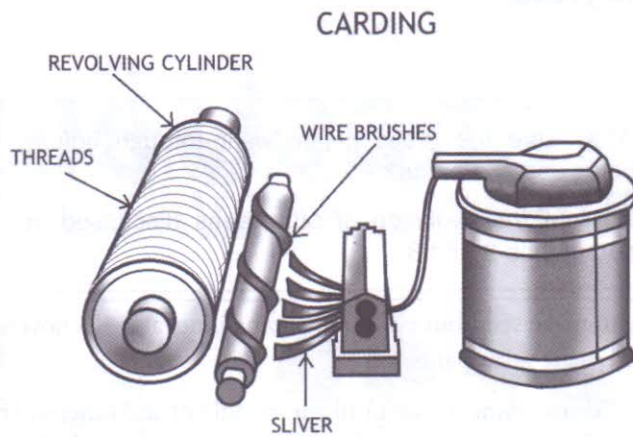
Other machines join several slivers together, and these slivers are then pulled and twisted, which serves to make the threads stronger. Next, these ropes are put on spinning machines that further twist and stretch the fibers to form yarn.

1. What were the steps denim went through before being used as pants?
2. List out the evolution of blue jeans discussed in paragraphs 2 and 3.

---

sails: sheets of material attached to a pole on a boat to catch the wind and make the boat move

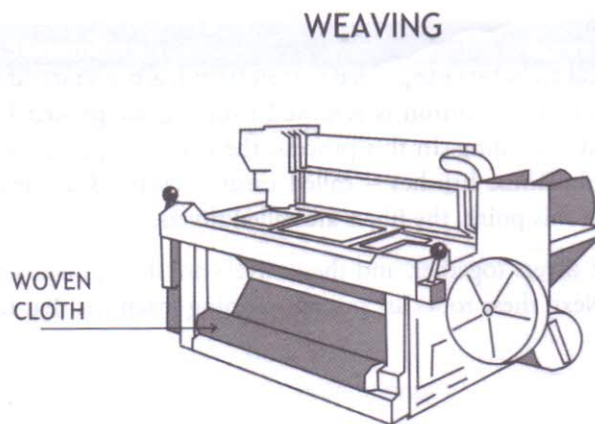
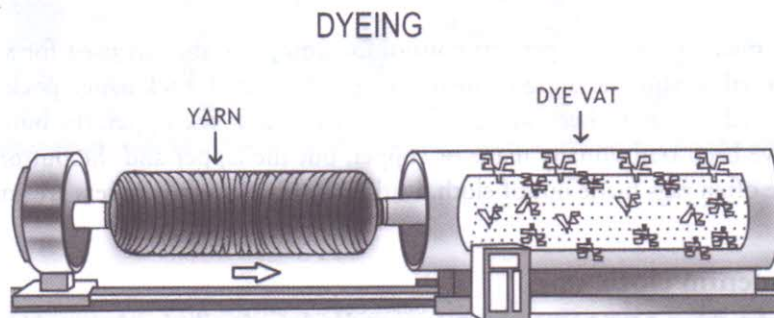
Genovese: from Genoa, Italy  
bolts: (here) rolls of fabric



(ii) Dyeing the yarn

Some fabrics are woven and then dyed, but denim is usually dyed with chemically synthesized indigo before being woven. Large balls of yarn, called ball warps, are dipped in the indigo mixture several times so that the dye covers the yarn in layers. These many layers of indigo dye explain why blue jeans fade slightly with each washing.

The dyed yarn is then slashed; that is, it is coated with sizing (any one of a variety of starchy substances) to make the threads stronger and stiffer. Once this operation is complete, the yarn threads are ready to be woven with undyed filling yarn threads.





### (iii) Weaving the yarn

The yarn is then woven on large mechanical looms. Denim is not a hundred per cent blue, as the blue dyed threads forming the warp (long, vertical threads) are combined with white threads forming the weft (shorter, horizontal threads). Because denim is woven with the blue threads packed closer together than the white threads and with the blue threads covering three out of four white threads, the blue colour dominates. Although mechanised looms make use of the same basic weaving procedure as a simple handloom, they are much larger and faster.

At this point, the denim is ready for finishing. The cloth is brushed to remove loose threads and lint, and the denim is usually skewed in a way that will prevent it from twisting when it is made into clothing. The denim may then be sanforised or pre-shrunk. Pre-shrunk denim should shrink no more than three per cent after three washings.

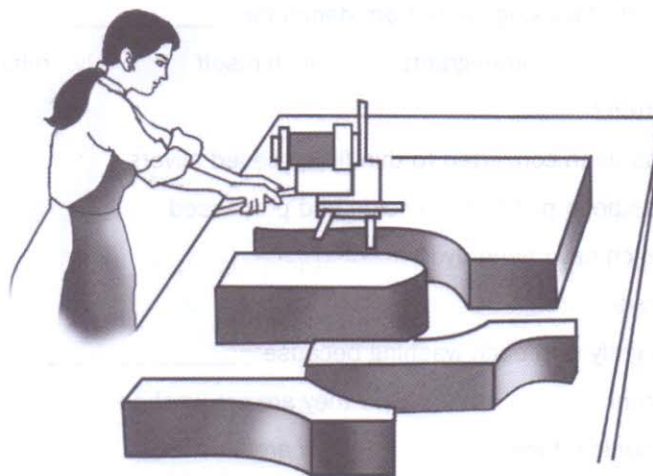
### Making the blue jeans

Once the desired design is selected, patterns from the design are cut from heavy paper or cardboard. Up to 80 different sizes are possible from one pattern. The pieces of denim are then cut with high-speed cutting machines from stacks 100 layers thick. Excluding rivets, buttons, and zippers, a pair of blue jeans contains about ten different pieces, like the pockets, the leg panels, the waistband and the belt loops.

The pieces of denim are ready to be sewn at this point. Sewing is done in an assembly line fashion, with rows of industrial human-operated sewing machines. Each assembly line worker is assigned a specific function, such as making only back pockets. First, the various pockets and belt loops are assembled. Next, one worker attaches the pockets to the leg seams, another then sews the leg seams together, and still another attaches the

1. What are the steps in manufacturing the denim fabric?
2. What is carding?
3. Denim is dyed \_\_\_\_\_ (before being woven/ after being woven).
4. How is denim dyed?
5. What is slashing? Why is it done?
6. The yarn is woven on \_\_\_\_\_ (mechanized looms / handlooms).
7. What is sanforising? Why is it done?

### CUTTING



looms: equipment for weaving

skewed: turned or placed at an angle

pre-shrunk: made smaller by washing before being sold

lint: short, fine fibres which separate from the surface of cloth or yarn during processing

waist-band. Once the waistband is secure, the belt loops may be stitched on and the buttons attached. If the jeans include a zipper, it is then sewn into place, and the pants are hemmed. Finally, the rivets are placed in the appropriate places and the maker's label is sewn on last.

Some jeans are pre-washed and/or stonewashed to alter the appearance or texture of the finished jeans. Pre-washing involves washing the jeans in industrial detergent for a short time to soften the denim. Stonewashing also means washing the jeans, but pumice is added to the load, resulting in a faded appearance. Small stones produce an even abrasion, while large stones highlight the seams and pockets and produce a more uneven appearance.

The completed pair of blue jeans is then pressed. They are placed into a large pressing machine that steam irons the entire garment at once in about a minute. A size tag is punched into the material and the jeans are folded, stacked, and placed in boxes according to style, colour, and size, before being sent to the warehouse for storage.

### Quality control

Blue jeans are inspected after they are completed. If a problem can be corrected, the jeans are sent back for re-sewing. The pair is then inspected again and passed. The buttons are inspected

1. How is sewing done?
2. What is the difference between pre-washing and stonewashing?

to ensure that they, and the buttonholes, are of the proper size. Metal buttons and rivets are checked for durability and their ability to withstand rust. The zippers must be strong enough to withstand the greater pressures of heavy cloth, and the durability of their teeth must be checked as well. This is done by subjecting a sample zipper to a lifetime of openings and closings.

### Post-reading

#### 1. Choose the correct answer.

- a. Denim was originally made of \_\_\_\_\_.
  - i. wool and cotton
  - ii. only wool
  - iii. only cotton
  - iv. polyester
- b. Levi Strauss thought of making pants from denim for \_\_\_\_\_.
  - i. sailors
  - ii. immigrants
  - iii. himself
  - iv. mining workers
- c. What is ginned cotton?
  - i. cotton which has been converted to thin fibres called slivers
  - ii. cotton which has been picked from fields and processed
  - iii. cotton fibres which have been dyed
  - iv. none of the above
- d. Blue jeans fade slightly with each washing because \_\_\_\_\_.
  - i. they are pre-shrunk
  - ii. they are pre-washed
  - iii. they are dyed multiple times
  - iv. they are slashed

#### 2. Here are the different stages in manufacturing jeans. Arrange them in the right sequence.

- a. The completed pair of blue jeans is steam pressed.
- b. The pieces of denim are sewn in an assembly line.
- c. The cotton is picked from fields and processed.



- d. Once sewing is complete, some jeans are pre-washed and/or stonewashed to alter the texture and to produce abrasion.
- e. The ginned cotton undergoes carding and dyeing before being woven into denim fabric.
- f. The jeans are inspected for the quality of sewing and of metal buttons, zippers and rivets.
- g. Patterns from the design are cut from heavy paper or cardboard.
- h. After being woven, the fabric is skewed and sanforised.
- i. The pieces of denim are cut with high-speed cutting machines.
- j. After dyeing, but before being woven, the fibers are coated with starch.

## Vocabulary

### PREFIXES AND SUFFIXES FROM FOREIGN LANGUAGES

Did you know that the prefix 'pre-' used in the words 'pre-shrunk' and 'pre-washed' in the reading passage 'Blue Jeans' is of Latin origin? In this unit, we will focus exclusively on such prefixes and suffixes (or together known as 'derivates') from Greek, Latin and other foreign languages.

Here is a list of some prefixes from Greek and Latin:

Prefix	Meaning	Examples
aer-	air	aerobic aeroplane aerodynamics aeronautics
geo-	earth	geology geography geopolitical geometry geochemistry geothermal
hemi-	half	hemisphere hemispherical
herb-	related to plants	herbivorous herbology herbal
hydro-	related to water	hydrochloride hydroelectricity hydrothermal hydrocarbon hydrogen
hyper-	more, in excess	hyperactive, hypersensitive, hyperlink, hypercharge
hypo-	less	hypothyroidism, hypochondriasis



Prefix	Meaning	Examples
inter-	between	internet, interdependency, interpersonal, intercultural, intermediate
intra-	within	intracellular, intranet, intraspecies
mega-	big	megacorporation, megafauna, megastar, megabyte
re-	back, again	redo, reuse, reorganise, reorient
ultra-	in excess	ultrapowerful, ultraviolet, ultrasonic

Here is a list of suffixes.

Suffixes	Meaning	Examples
-cide	killer	insecticide pesticide genocide homicide
-gamy	marriage	polygamy monogamy bigamy
-gen	produce	carcinogen hydrogen allergen
-graph	writing	cinematograph seismograph telegraph
-ism	act of ...	terrorism multilingualism nationalism journalism
-logy	science of ...	biology anthropology cosmology
-nomy	knowledge of ...	economy astronomy
-vore	feeding	carnivore herbivore omnivore



**Task 1**

Here is a list of words starting with the prefix 'bio-', which means 'life'. Find out what these words mean. Use these words in sentences of your own.

1. biochemistry

---

2. biography

---

3. biodegradable

---

4. biotechnology

---

5. biohazardous

---

6. bioinformatics

---

**Task 2**

Here is a list of words ending with the suffix '-phobia'. Find out what these words mean. Use these words in sentences of your own.

1. hydrophobia

---

2. claustrophobia

---

3. agoraphobia

---

4. xenophobia

---

5. photophobia

---

6. acrophobia

---

**WORDS FROM FOREIGN LANGUAGES**

English, as you may know, has borrowed many words from other languages. Some lexicographers have documented words from as many as 120 languages in English. Out of them, Latin is the major source.

The following is a sample list of words, which have origin in foreign languages:

Celtic Languages: basket, bachelor, beak, car, cross, clan

Latin and Greek: candle, circle, plant, preach, false, mile

Scandinavian languages: dirt, egg, kid, leg, skin, sky, window, man, wife

French: government, royal, evidence, grammar, logic, dinner, art, lemon

Hindi and other Indian languages: jungle, karma, loot, thug, pyjamas, juggernaut

Some words from foreign languages are used in English today in their direct forms. A list of such words is given below:

Words	Pronunciation*	Meaning
<b>LATIN</b>		
bona fide	<i>bona faidi</i>	authentic
de facto	<i>day fakto</i>	existing but not accepted
et cetera (etc.)	<i>it setra</i>	and the rest of such things
vice versa	<i>vais versa</i>	the position reversed is also true
impromptu	<i>im promp chu</i>	spontaneous/ without prior preparation
quid pro quo	<i>kwid pro kwo</i>	something for something in exchange
ad hoc	<i>ad hok</i>	for the time being/ for a specific case
pro rata	<i>pro raata</i>	proportionately
modus operandi	<i>modus oparandi</i>	a specific way of doing something/ dealing with something
status quo	<i>steitus kwo</i>	current situation
<b>FRENCH</b>		
à-la-carte	<i>ala kaat</i>	individual items on a list which are not part of a pre-decided package
faux pax	<i>fo paa</i>	a socially inappropriate behaviour, a mistake
en masse	<i>oo mas</i>	in a large group all together
bon appétit	<i>bon apati</i>	wishing someone that they enjoy their meal
restaurant	<i>restront</i>	a place where food is prepared and served to customers
chauffeur	<i>shaufa</i>	a driver specifically for a rich person or a celebrity



Words	Pronunciation*	Meaning
déjà vu	<i>day jhza vuu</i>	a feeling that you have already seen or experienced the current situation
bouquet	<i>bukei</i>	a bunch of flowers
buffet	<i>bufei</i>	a meal where guests serve food for themselves
souvenir	<i>su va near</i>	object bought to remember a visit to a place or a memorable trip
<b>ITALIAN</b>		
zucchini	<i>zu kee ni</i>	a vegetable
vendetta	<i>ven de ta</i>	a long-lasting revenge / feud between two families
inferno	<i>in fa no</i>	hell, a large fire
pizza/pasta	<i>peetza, paasta</i>	food items of Italian origin
<b>JAPANESE</b>		
typhoon, tsunami	<i>taifoon, sunaami</i>	weather phenomena
karaoke	<i>ka riau ki</i>	sing-along-songs
anime	<i>animay</i>	japanese style cartoon
emoji	<i>i mau ji</i>	digital images expressing emotions
karate, judo, sumo	<i>karaatei, judeo, sumeo</i>	martial art forms of Japan
ninja	<i>ninja</i>	a Japanese sword fighter

\* The pronunciation of words has been given without using the IPA (International Phonetic Alphabet) symbols. This has been done to make it easy for learners to pronounce these words even without a knowledge of phonetics.

### Task 3

Complete these sentences choosing from the list of words and phrases above.

- Copernicus proposed that it was the earth that went around the sun and not \_\_\_\_\_ as people had thought so far.
- In a \_\_\_\_\_ arrangement, in exchange for a donation the politician may support a law that favours the gun manufacturing company.
- The President has accused the national media of pursuing a \_\_\_\_\_ against him.
- The restaurant has a lavish buffet with authentic Indian dishes. If you do not like it, you can go for an equally exciting \_\_\_\_\_ menu of exquisite continental dishes.



5. The teacher made an inappropriate racial remark in the class. The students walked out \_\_\_\_\_ in protest. Later the teacher apologised.
6. The fast food giant committed a serious \_\_\_\_\_ when it refused to serve food to a man clad in shirt and lungi.
7. We all use \_\_\_\_\_ efficiently on mobile phones, but do you know how to get them on computers?
8. The actor is known for his \_\_\_\_\_ lines in between the rehearsed dialogues and his fans love him.
9. We bought a marble replica of Taj Mahal as a \_\_\_\_\_ during our trip to Agra.
10. Many people died in the \_\_\_\_\_ on the shores of the Indian Ocean in 2004.

## Grammar

### MISPLACED MODIFIERS

To 'modify' is to change or alter something. A modifier changes, qualifies, clarifies or limits a particular word in a sentence in order to add emphasis, explanation or detail. Hence modifiers generally are descriptive words such as adjectives and adverbs. Modifiers also include phrases with similar descriptive functions.

Example: Vedant is an only child.

Here 'only' is a modifier.

It is interesting to note that the meaning of a sentence can change dramatically depending on where the modifier is placed. Look at the sentences below:

- ONLY John met Mary in the train yesterday.
- John met ONLY Mary in the train yesterday.
- John met Mary in the ONLY train yesterday.
- John met Mary in the train ONLY yesterday.
- John met Mary in the train yesterday ONLY.

Here the meaning of the sentence varies according to where 'only' is placed. Modifiers like 'only' influence the word that is closest to them. Therefore, it is important to place the modifier in a sentence immediately next to what we want to modify. If the modifier is wrongly placed, it may lead to ambiguous interpretation or even make the sentence completely inappropriate. Such modifiers which are wrongly placed are considered a serious language error and are referred to as 'misplaced modifiers'. For instance, look at the sentence below:

Many people complained that food was served to the guests standing around the room on flimsy paper plates.

Here the modifier is 'on flimsy paper plates', but this is modifying 'the guests' rather than 'food'. So, the sentence can mean that the guests were standing on the flimsy paper plates.

The sentence needs to be rephrased thus:

Many people complained that food was served to the guests on flimsy paper plates while they were standing around the room.



**Task 4**

**Rewrite these sentences placing the modifiers in the right place.**

1. The new student's books were bought online.

---

2. I ate the lunch that the office boy had bought slowly.

---

3. The torn student's book was lying on the desk.

---

4. Just Simran wanted to say 'hi' to the actor.

---

5. He nearly tried to make all of his teachers happy.

---

6. The children yesterday went to a museum.

---

**Task 5**

**Explain the differences in meaning among sentences within each set.**

1. (a) I always focus on dedication to work.

(b) I focus always on dedication to work.

(c) I focus on dedication to work always.

2. (a) Fortunately, Dev has worked on similar projects in the past.

(b) Dev has fortunately worked on similar projects in the past.

(c) Dev has worked on similar projects fortunately in the past.

3. (a) Only John can write a novel like this.

(b) John can only write a novel like this.

(c) John can write only a novel like this.

**INTRODUCTION TO TENSES**

Read the following sentence.

**We are going to the workshop.**

The verb 'are going' indicates that the action is taking place right now. The time of the action is in the present.

Now read the following sentence.

We went to the workshop yesterday.

The verb 'went' indicates that the action took place earlier. Here, it happened on the previous day. In other words, the time of the action is in the past.

Now go through this sentence.

We will go to the workshop tomorrow.

'Will go' indicates that the time of this action is in the future.

Tense refers to the form of the verb which indicates the time of action. There are three kinds of tenses – the present, the past and the future.

### Task 6

Identify whether the underlined verbs are in the present, the past or the future.

1. The earth goes around the sun. (            )
2. We went to Agra yesterday. (            )
3. I will become a pilot. (            )
4. I wrote a letter to Saira last week. (            )
5. Shikha visits the library frequently. (            )

### PRESENT TENSE

This table gives the various forms of present tense, their uses and examples.

Tense and structure	Usage	Example
Simple Present  Verb in the base form (Example: Children <u>play</u> in the park.); if the subject is 'he/ she/ it' '-s/-es' is added (Example: Sita <u>plays</u> in the park.)	1. universal facts and generalisations	1. The earth <u>revolves</u> around the Sun.
	2. proverbs and sayings which are believed to be true always	2a. Honesty <u>is</u> the best policy. 2b. A stitch in time <u>saves</u> nine.
	3. things we do regularly or general habits and practices  Note: We use present continuous to refer to an activity we are doing at the moment of speaking. It may not be a regular habit.  Example: I <u>am working</u> on my assignment at present.	3a. I <u>travel</u> by bus every day. 3b. We <u>live</u> in Hyderabad.
	4. a person's profession, abilities at present	4a. Sania <u>plays</u> tennis. 4b. Our yoga instructor <u>is</u> a real task master.



Tense and structure	Usage	Example
	5. instructions or directions (usually with words like first, second, later etc.)	5. You <u>take</u> the yellow metro and get off at Roger Chowk. Then <u>take</u> the green line and get off at the Kali temple stop.
	6. commentaries, historic narratives	6a. The batsman <u>hits</u> the ball for a six. The bowler <u>looks</u> just helpless! 6b. On 1 September – Germany <u>invades</u> Poland. On 3 September – Britain, France, Australia and New Zealand <u>declare</u> war on Germany.
	7. events in future, which are certain to happen; usually a word indicating the future time is used (Example: tomorrow, the coming week)	7a. My train <u>leaves</u> at 6 pm. 7b. My wife's birthday <u>falls</u> on a Friday next year.
<b>Present Continuous</b>  am/ is/ are + verb + -ing  (Example: I <u>am watching</u> TV.)	1. ongoing events at the moment Note: Some English verbs are not used in the continuous tense. I <u>am agreeing</u> with you on this issue. ✗ I <u>agree</u> with you on this issue. ✓	1. They <u>are discussing</u> the matter now.
	2. temporary practices Note: For regular practices, we use the Simple Present tense.	2a. My brother <u>is living</u> with me now but he will soon move out. 2b. She <u>is working</u> on this project at the moment.
	3. gradually changing events	3. My grandmother <u>is recovering</u> slowly after her surgery.
	4. plans and arrangements made for the future; usually words indicating future time (Example: next year, in 2020) are used	4. We <u>are moving</u> to Vishakhapatnam next year.
<b>Present Perfect</b>  has + past participle form of the verb (when the subject is 'he/she/it')	1. experiences till date; we often use general time expressions like <i>ever, never, before, in my life, so far, up until now</i>	1. This is the worst film I <u>have watched</u> so far.
	2. a recently completed event	2. Nikhil and Nitin <u>have just come</u> back from their trip abroad.



Tense and structure	Usage	Example
Past Perfect  had + past participle form of the verb	1. when talking about more than one event in the past, Past Perfect is used to refer to the earliest of the events	1. When we reached the station yesterday, the train <u>had already left</u> .
	2. experiences till a particular time in the past	2. I <u>had been</u> to several countries in Europe by 2001.
	3. used in reported speech, in place of Simple Past in direct speech	3. Sneha said, 'I did not attend any class.'  Sneha said that she <u>had not attended</u> any class.
Past Perfect Continuous  had + been + verb + -ing	events that began before a certain point of time in the past and continued up to that time	I <u>had been waiting</u> nearly for an hour before the bus came.

**Task 9**

Identify the tense of the underlined verbs.

1. They went shopping last week.
2. When he reached the bus stop, the bus had left.
3. Suddenly he remembered where he had hidden the money.
4. Naira was crossing the road when Susan noticed her.
5. He had been working with Amazon for nearly two years before he left for the US.

**Task 10**

Fill in the blanks using verbs in the correct tense.

1. I \_\_\_\_\_ a new phone last week. (buy)
2. Natasha \_\_\_\_\_ to dance very quickly. (learn)
3. When we \_\_\_\_\_ in Mumbai, we would visit Marine Drive every weekend. (live)
4. When I arrived at the hall, the film \_\_\_\_\_ (start).
5. She \_\_\_\_\_ (take) coaching for two years when she appeared for the GRE.

**THE FUTURE**

You already know that we use the future to refer to actions or events in the future. The table overleaf gives us some ways of using the future.



Structure	Usage	Example
<b>Simple future</b>		
<p>1. will/ shall + verb in the base form</p> <p><b>Note:</b> Traditionally, the modal verb 'shall' is used with 'I' and 'we', whereas 'will' is used with all the other subjects.</p> <p><b>Examples:</b>                      We <u>shall go</u> to Goa next week.                      They <u>will go</u> to Goa next week.</p> <p>However, increasingly only 'will' is used in all contexts to refer to future events, while 'shall' is used only in more formal contexts.</p> <p><b>Example:</b>                      We <u>shall move</u> our business to the US next year.</p>	<p>1. predictions or facts about the future</p> <p>2. decisions about actions/ events in the future</p>	<p>1a. Hyderabad <u>will receive</u> heavier rains tomorrow. (prediction)</p> <p>1b. Our company <u>will celebrate</u> its 25<sup>th</sup> anniversary in 2020. (a fact about future)</p> <p>2. Out of these two shirts, I <u>will buy</u> the red one.</p>
2. be + going + to	predictions about future	The software industry <u>is going to suffer</u> losses on account of the economic slowdown.
3. Use of Simple Present	planned events and intentions	The match <u>starts</u> at 11.00 am.
4. Use of Present Continuous	for events scheduled for the future	I <u>am going</u> to New Delhi next Monday.
<b>Future Continuous</b>		
will + be + verb + -ing	ongoing events in the future	At the same time, next Monday, I <u>will be writing</u> my exams.
<b>Future Perfect</b>		
will + have + past participle form of the verb	events that are going to be completed by a certain time in the future	By next March, we <u>will have built</u> our new house.
<b>Future Perfect Continuous</b>		
will + have + been + verb + -ing	This form is not frequent in common usage. When it is used, it refers to events that are predicted to be continuing over a long period in the future.	Both Rafa and Roger are strong players. When they face each other next week, the match <u>will have been going</u> on for hours and we <u>will have just been waiting</u> for it to be over.

quickly identify these main ideas from the key words



**Task 11**

Identify the tense of the underlined verbs in these sentences.

1. It will be dark soon.
2. By the end of the month, she will have completed her fashion designing course.
3. My father will be waiting for me at the station.
4. We will not be using the computer lab for the next two weeks.
5. She will have been waiting for two hours by the time the bus arrives.

**Task 12**

Fill in the blanks in these sentences using the given verbs in the correct tense.

1. A: We don't have wheat flour.  
B: I \_\_\_\_\_ some on my way home this evening. (get)
2. At three o'clock tomorrow, I \_\_\_\_\_ my exam. (write)
3. By June next year, I \_\_\_\_\_ in this college for two years. (study)
4. A: Are you going to the party tonight?  
B: Yes. Don't worry. I \_\_\_\_\_ you a lift. (give)
5. By 10 pm tonight, I \_\_\_\_\_ my assignment. (finish)

**COMMON ERRORS IN TENSES****Task 13**

Identify the errors in tenses in these sentences and correct them.

1. Last year, the football team has performed very poorly.

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---

2. It is appearing that he is not satisfied with my response.

---



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3. Time and tide will wait for no man.

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---



4. They are looking for a new direction when the merger of the companies took place.

---

---

5. The university has declared the result by the time the students completed their internship.

---

---

6. By this time next year you are completing your graduation.

---

---

7. He regrets his decision for the last two years.

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8. The technician is testing the gadget when there was a short circuit.

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9. Every Christmas Ryan will go home and spends time with his family.

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10. The diagram below depicted what happens when the profit margins drop drastically within a year.

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## Reading

### SKIMMING

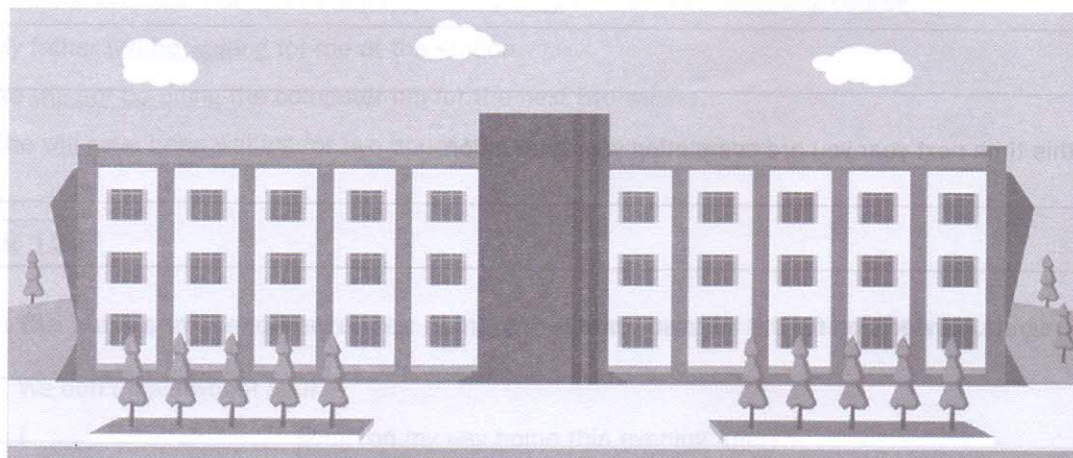
Skimming and scanning are strategies for effective reading. While scanning is done to locate specific information within a text, skimming is used to quickly identify the main ideas. We often skim when we have a large amount of text to read in a limited time.

An important first step while reading a text is to skim through it to understand what the passage is about.

Once you have oriented yourself to a text, it is important to identify the main ideas in the passage. Often, each paragraph within a text focusses on a different aspect of the topic. It helps if you can quickly identify these main ideas from the key words.

**Task 14**

Skim the following prospectus of a B-school quickly and answer the questions that follow.



Way to Success Business and Management School, Hyderabad

**Our Vision and Mission**

Way to Success Business and Management School (WSBMS) is a premier institute situated on Hyderabad – Nagpur highway. WSBMS was started in 2012 with the aim of providing quality education to aspiring entrepreneurs. This was started by the visionary educationist Late Dr G. L. N. Rao. WSBMS is recognized by AICTE, New Delhi and is affiliated to JNTU, Hyderabad.

**Our Campus**

WSBMS is built on a sprawling 35-acre campus. Our institute is known for state-of-the-art infrastructure and lab facilities. We have fully air-conditioned classrooms and labs.

**Transport and hostel facilities**

The institute provides transport facilities to all parts of the city at nominal charges. Hostel facilities are available for both men and women. We also have temporary stay arrangements for students during projects or exams.

**Teaching**

We believe in providing quality education. Therefore, we strive to keep our curriculum up-to-date. We have highly qualified teachers. In addition, top ranking CEOs and business people from reputed companies visit frequently to deliver guest lectures.

**Internships**

WSBMS believes in hands-on experience in addition to classroom learning. We organise regular industry visits for students. Also, we have tie-ups with top companies and our students get opportunities to do internships at these places and gain first-hand experience.

**Admission Criteria**

Admission to WSBMS is through CAT. A limited number of management seats are also available.



**How to Reach**

WSBMS is easily accessible from all parts of the city. You can take city buses from the city railway station and main city bus station to the institute. You can contact us on 666612345 and a pick-up facility is also available.

**Contact Details:**

Deputy Registrar  
Admission Section  
WSBMS, Hyderabad  
Tel: 666654321

**Questions**

1. Is the prospectus aimed at students, parents or both?  
\_\_\_\_\_
2. Would you use the prospectus to:
  - a. find directions to the institute?
  - b. find out about the philosophy of the institute?
  - c. find out about the course curriculum?
3. In addition to internships, what does the 'Internships' section deal with?  
\_\_\_\_\_
4. Does the prospectus give details of the transport facilities?  
\_\_\_\_\_
5. You can find out about classroom facilities from this prospectus. True or false?  
\_\_\_\_\_
6. The prospectus includes information about issues concerning ragging. True or false?  
\_\_\_\_\_
7. Does the prospectus give information about admission criteria?  
\_\_\_\_\_
8. Does the prospectus give contact details for more information?  
\_\_\_\_\_
9. Does the prospectus tell you about placement details?  
\_\_\_\_\_
10. The prospectus gives you the telephone number to call if you want to be picked up for a visit. True or false?  
\_\_\_\_\_

**SCANNING**

Scanning is a useful reading strategy. When we have a definite purpose in our mind for reading something, we run our eyes quickly over the text to locate specific words or phrases that are of interest to us. For instance, in a job advertisement, we look for specific details such as the position, salary, requisite qualification and experience and location of the job, among other things. In a TV programme guide, we focus on a specific time slot to see which programmes are on. The key to successful scanning is being absolutely clear about what we are looking for and where we might find it. When we are not sure about the exact location, we might first want to skim through the material and then scan for specific details.

**Tips for scanning:**

- Identify the information you are looking for.
- Think about which part of the text this information is most likely to be found in.
- Run your eye through the text looking for key words or phrases.
- Read the sentences in which the key words appear; the answer is likely to be found there.

**Task 15**

Read this passage.

**Sports in Ancient India**

Though not much has been written on sports in ancient India, there is enough evidence to infer that sports and games were an essential part of the culture. A L Basham, in his book *The Wonder That was India*, states that both polo and hockey, in some form, were played in ancient India. Boxing and wrestling were also popular, though they were not general hobbies of respectable young men 'but the preserve of low professional pugilists, who performed for the amusement of the audience'. Archery, however, was a much-loved sport of the warrior class, and vivid descriptions of such contests occur in the epics. In the classical sources, there is a reference to gladiatorial contests at the court of Chandragupta

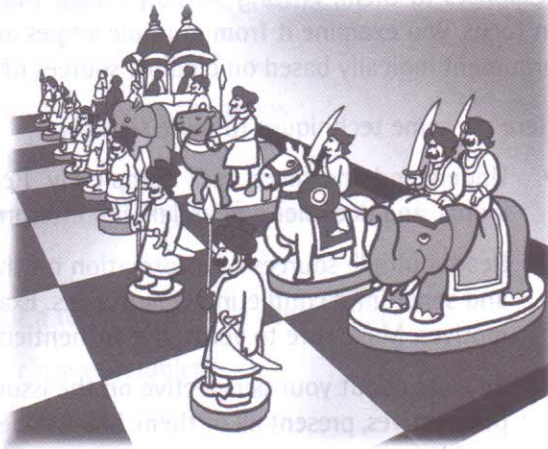


Maurya (321 BC–297 BC) and later in the medieval Deccan, when duelling became frequent. Fern Nuniz, the Portuguese traveller in the mid-fourteenth century, mentions in his writings that when two nobles of Vijayanagar quarrelled, they would fight to the death in the presence of the king and his court. Despite the doctrine of non-violence, animal fights remained a popular sport. Indian quail, cocks and rams were the animals commonly used for the fights. There are also references to fights between buffaloes and elephants. Another form of animal contest, which was confined to South India, was the



bullfight. Unlike the Spanish bullfight, where the scales are heavily weighed against the bull, here the bull appears to have the advantage. The fights were popular among herdsmen 'who entered the arena unarmed, and embraced the bull in an attempt to master it, rather like the cowpunchers of an American rodeo'. The bullfight was looked on as an ordeal to test the manhood of young men, since it is stated that the girls who watched the performance would choose their husbands from amongst the successful competitors.

The game of chess (*shatranj*) probably also evolved in this period. Basham states that certain board games were played with the help of dice. With time, one such game developed into a complex game 'with a king-piece, and pieces of four other types, corresponding to the corps of the ancient Indian army – an elephant, a horse, a chariot or ship and four footmen'. As the game was played with pieces representing military forces and its strategy suggested that of campaigning armies, it was known as *chaturanga* or 'four corps'. In the sixth century, the Persians learnt the game, and when Persia was conquered by the Arabs, it quickly spread all over the Middle East, under the name of *shatranj*. However, the most famous indoor sport in ancient India was gambling. The plot of the epic *Mahabharata* revolves around a gambling tournament of *chausar* (a game of dice), at which Yudhishtira loses his kingdom to his cousin Duryodhana.



**1. Now, scan the passage above carefully and find words that match these definitions.**

- storyline or a sequence of events
- consisting of many different parts
- a painful experience
- conclude from evidence and through reasoning
- producing strong and clear images
- developed gradually
- a plan of action
- a boxer

**2. Answer these questions.**

- a. What was the status of boxing and wrestling in ancient India?

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- b. What would motivate men to participate in dangerous bullfights?

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- c. Gambling was the most popular indoor game in ancient India. True or false?

---

- d. How many of these sports have survived the test of time and are still enjoyed in India today?

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## Writing

### SENSIBLE WRITING

'Sensibility' in general refers to an acute perception of a given situation or issue, and the most appropriate responses to them. Writing sensibly means that you have a clear understanding of the complex issue in focus, you examine it from multiple angles and take an unbiased perspective. You then develop your argument logically based on credible sources of evidence, statistics and other supporting details.

Here are some techniques to write sensibly:

- Understand the given task completely. Read each keyword cautiously, identify connotations of words, and decipher any underlying interpretations and ideologies.
- Read multiple sources of information on the given issue. Be aware that most issues have different and sometimes conflicting perspectives. Examine underlying assumptions, theoretical rationale and motives. Make sure to verify the authenticity of information you read.
- Be clear about your perspective on the issue. Try to be as unbiased as possible. If there are multiple perspectives, present all of them. Make it clear to your readers that you are looking at the issue from all sides.
- Support your arguments with credible details such as experts' opinions, research articles and reports, authentic statistics etc.
- Do not make unverifiable claims or hasty generalisations. Your supporting details should logically lead to the conclusions.
- Beware of logical fallacies such as personal attacks, improper reasoning etc.
- Be open to criticism. Accept opposing views and modify your views, if necessary.

### DEFINITION

Definitions are an integral part of academics. In science and technology or in humanities and social sciences, several domain-specific terms are used. These are defined so that the others understand what these terms mean. For instance, 'existentialism' is a technical term in philosophy. Sometimes, words which are used in the public domain in general contexts are used in a specific sense in academic contexts. For instance, we use the term 'gravity' in everyday life to mean 'seriousness' but in Physics, it has a more specific definition. In such cases too, a proper definition helps readers understand in what sense the specific term is being used.

What is a definition, then? A definition generally has three parts viz., the technical term, broad category and distinguishing features. A definition helps identify features that distinguish a term from other closely related terms by establishing its boundaries. Let's look at some examples.

Term	Broad Category	Distinguishing Features
A drone	is a small aircraft without a pilot	which is controlled automatically from the ground and is used for monitoring, surveillance or delivery of goods.
To sauté	is to cook meat, vegetables, or fruits in some kind of fat such as oil, ghee or butter	slowly till the ingredients become light brown.



In a definition, you can give details of important features of an object / a phenomenon (e.g. as in the case of 'a drone' above); briefly explain what a device does or how something happens (e.g. as in the case of 'to sauté' above); define an abstract term using examples (e.g. a black hole is like a giant suction machine which does not even allow light); make categories and define each one with examples (e.g. a good student is the one who is hardworking, creative, and interested); define a new term with the help of a more familiar one (e.g. defining 'ransomware' by comparing it with 'kidnapping'); or say clearly what a term does not mean/cover (e.g. freedom does not mean absolute freedom).

While writing definitions, avoid the following mistakes:

- Circular definitions – repeating the same thing without clarifying the terms  
e.g. 'A psychiatrist is a physician who practices psychiatry.'
- Overly broad – including only broad category and omitting distinguishing features  
e.g. 'A platypus is a mammal.'
- Overly narrow – including only one or two aspects of a term leaving out other details  
e.g. 'A kitchen blender is a bladed appliance used to chop vegetables.'
- Omission of main category – not including the main category  
e.g. 'A dhaba is where food is served.'

### Task 16

Define the following terms. You may refer to a dictionary for help.

1. Eco-friendly office

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2. Disability-friendly college

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3. Social media

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4. SUV

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5. Bar code

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**DESCRIBING OBJECTS PLACES AND EVENTS****Describing objects**

It is often necessary for us to know how to describe objects that we have seen. To give an effective description you must have an eye for detail. You must be a good observer. For instance, imagine that you have been a witness to a hit-and-run accident and are being asked to describe the vehicle involved. How would you describe it? What would be the key factors to include? The make of the vehicle, the colour, the number on the number plate etc. Your ability to describe the vehicle would depend on several things – your memory, your power of observation, your ability to use the right vocabulary and so on.

Let us now look at a description of a common kitchen gadget – an oven:

An oven is a device used for baking, grilling and heating food. We can use it for baking cakes, toasting bread, grilling sandwiches and so on. It is an electric device. It generally has a see-through glass door to view the food being baked or grilled. There are heating elements at the top and bottom. They are controlled by a thermostat to provide uniform temperature inside the oven. There is a wire grill inside the oven. Sometimes a crumb-tray is also provided to catch the crumbs or drippings that might fall while baking or grilling. The glass door is often a drop-down front door, which gives you easy access to the interior of the oven. On the outside of the device, there is a knob for temperature control, heater indication lights and a timer.

Note how the oven has been described here. We started with what kind of a device it is; then we noted how useful it is; then we described its parts. We made use of structures like: **The oven is / has ...**, **It is / has ...**, **There is / are ...**, **They are controlled by ...**, etc.

When describing an object, we speak about the appearance, the parts, the function and the usefulness of the object. We generally use the simple present tense to describe objects. However, if we are talking about things we have seen in the past, we can use simple past tense. For example, **'The car had a dusty windscreen and a chipped number plate'**.

Description of objects also requires us to focus on shapes, materials and textures. Is the material glass, wood, stone etc? Is the texture rough, smooth, grainy etc? Is the surface glossy, opaque, transparent etc? Is the shape round, flat, angular etc? What is the colour of the object?

Here is a task for you to try your hand at describing things.

**Task 17**

**Describe any one of the following objects.**

1. A fitness band
2. A refrigerator
3. An ATM
4. A car/motorbike of your choice
5. Your mobile phone

At times you may have to describe larger objects like structures and buildings. Describing a structure requires a keen sense of observation and a good vocabulary.

When describing a structure like a building or a monument, we usually describe these aspects:

- the shape (round, tower-like, flat, angular)



- the materials (stone, sand, glass, concrete, wood)
- the texture (rough, smooth, sharp)
- the surface (transparent, glossy, opaque)
- features (arches, minars, minarettes, pillars, domes)
- details (carving, paint, ridges)

If you are aware of the dimensions or the style of architecture used, you could use that information in your description.

### Task 18

**Read the description of the structure seen in the image. Mark which of the aspects is described in each line.**

This is the Lingaraja Temple of Bhubaneswar. It is made of sandstone. The tallest spire is in the shape of an elongated dome. The structure next to this dome is pyramid shaped and has horizontal layers of sandstone. Sturdy pillars support the triangular, temple-like roof of this structure. The outer walls of these structures are covered in sculptures of animals and humans.



**Task 19**

**In pairs, think of other details that you can add to the description by just looking at the image from the previous task.**

While describing structures, you would need to know the right word for their shapes and parts. Here is some vocabulary to get you started.

**turrets:** a small tower at an angle of a building

**rampart:** a broad wall surrounding a building to protect it

**bastion:** a projection coming out from a rampart, usually used by guards to aim gunfire

**pavilion:** a light, usually open building used for concerts and ceremonies

**courtyard:** a place enclosed by four walls and open to the sky

**corridor:** a passage joining different parts of a building

**dome:** a roof shaped like a part of a sphere

**Task 20**

**Look at the image carefully. Describe this structure in about five lines.**

**Describing places**

A good descriptive writing about a place helps us 'see' the place even if we might not be able to go there ourselves. It does so through the use of powerful sensory images. A good description can create a positive or a negative impression of a place. The starting point for a good description of a place is 'close observation'. Pay attention to every minute aspect – where the place is, what the buildings or other structures there look like, what the star attractions are, what makes that place special, what makes that place disgusting etc. Include visual (what you see), auditory (what you hear), olfactory (what you smell) and gustatory (what you taste) images. Here is a sample description of a place:



The sound of children riding on a Ferris wheel and screaming in excitement is what caught our attention first, as we were still approaching the fair grounds. We were just about buying our tickets and beginning to appreciate the riot of colours at the entrance with display boards, balloons, festoons and banners, when a ten-foot man appeared at the gates to welcome us! Well, with his tall clown hat, he appeared much taller. He bent down a little from his stilts to shake hands with us.

Facing the entrance, at about a couple of feet, was the cotton-candy machine whirling away and producing one of the most attractive eats at the fair. This stall had a long line of kids and adults impatiently waiting in line for their turn to feel the cotton-candy quickly melt in their mouth, leaving a sweetness to enjoy until the next munch!

This is a beautiful description of a fair, which includes images of sight (e.g. 'beginning to appreciate the riot of colours ... with display boards, balloons, festoons and banners'), sound (e.g. 'The sound of children riding on a Ferris wheel and screaming in excitement') and taste (e.g. 'feel the cotton-candy quickly melt in their mouth, leaving a sweetness to enjoy until the next munch').

### Task 21

Choose one of the following and write a descriptive paragraph in about 250-300 words.

1. My college canteen at lunchtime
2. The best place I have visited so far
3. The dirtiest place I have seen so far
4. My hometown – what makes it the best place
5. The place I want to visit at least once in my lifetime

### Describing events

Some events are so important, interesting or inspiring, that you may need to describe them to others. You may describe an event, which is over (e.g. *your college fest of the previous year*) or an event, which happens regularly (e.g. *Olympic games*). Here the aim may just be delineating what happens/happened in a chronological sequence. It may also communicate the narrator's moral, cultural and political perspectives or serve as a reflection on human nature. The narrator may be a direct part of that experience and talk about it through the first person point of view or he/she may only be an observer and use the third person point of view. In academic contexts, the tasks usually require you to describe an event of some significance from your personal life and reflect on it. Let's look at one such description.

Soon after my dad finished school, he with a few of his classmates ran a soup kitchen in the low-income section of our town. They ran this from the vacant family home of one of their classmates. The poor would just come, have a nice hot meal and leave. Soon it became popular and the crowd began to grow. It was of course a very satisfying feeling. One day, they realised a fallout of the generous work they were doing. Since the guests who came to the soup kitchen were not required to contribute in any way, not even by cleaning up, a lot of people were coming for a free meal. This led to several of the local restaurants running into losses as they were losing their customers. My dad and his classmates quickly changed their policy a bit: people who came to the soup kitchen would now be required to help clean up each day. Believe it, this helped to retain only the needy ones.

This describes how an action can have unintended consequences. The narrator describes a soup kitchen started by his father and his schoolmates with good intentions, but which had some unexpected results. It made the schoolmates reflect on their philosophy and modify their perspectives on life.



While describing an event, action plays a central role. If it is a mundane event, it may not interest your readers. So, choose an event of some significance. For instance, the first time when you were called onto the stage for receiving an award, the first time you spoke in front of a huge audience, the day when your results were out and how your parents responded to it, your first interview situation etc. Identify key events and build your description around them.

An easy way to construct a good description of an event is to answer the five Ws – *what, who, where, when* and *why*. Let's look at them in detail:

- What – clearly state which event you are talking about
- Who – name main people / participants in the event
- Where – describe the setting for the event
- When – give details of year / time of the event
- Why – explain the significance of the event

#### Language support: Linkers for describing events chronologically

after	afterwards	before	during	earlier
eventually	first	in the meantime	later	meanwhile
next	now	once	second	soon
sooner	then	today	until	when

### Task 22

Choose any one of the following and write a description in about 300 words.

1. My first day in the new college
2. The incident which made me realise one of my hidden potentials
3. The incident which made me change my views about parents/ a friend / a teacher
4. *Kumbh Mela*
5. Republic Day parade in New Delhi

### CLASSIFYING

In writing, the skill of classifying information is useful to deal with large complex topics. Here, we break a topic into categories according to some specific principle(s), present the distinctive features of each category and show how these categories vary from each other. A classification essay takes a group of things and breaks it down in one of the three ways:

1. Parts – the topic is broken down into its component parts (e.g. *The three most important parts of a car are the engine, the clutch transmission, and the safety systems.*)
2. Types – the topic is broken down into its main kinds (e.g. *The three main types of cars on the road in India today are hatchbacks, SUVs, and sedans.*)
3. Characteristics – the essay describes significant features or characteristics of the subject (e.g. *the perceptions about beauty in an essay on fashion trends followed across the globe*)



Before writing, it is necessary to decide on the classification criteria. The criteria must be discriminating and the emerging classes should be non-overlapping. A note of caution – do not make categories (e.g. on the basis of race, caste and community) that might be offensive.

Here is part of a classification essay. View it as a sample of the features discussed above.

It is known that life on Earth is diverse. Wherever we find water, there is a high probability of life there. Of course, temperature is an important factor in this. Growth and metabolism take place between the temperatures of 122 and -18 degrees Celsius.

Using the above constraints of life, an astrobiology group at The Technical University in Berlin has devised a system of Planetary Environment Types (PETs). The classification scheme provides three main types of water environment: PET 0, PET I and PET II. Based on the type of water present, this water environment is further sub-grouped into the following:

Atmospheric water: cloud, rain (A)

Surface water: oceans, morning dew (S)

Subsurface water: ground water (G)

By this classification, a planet classified as PET 0 would have no surface water. However, Mars for example would be classified as PET 0-G and Venus PET 0-A. By this classification, one cannot rule out the possibility of both Mars and Venus hosting life.

This essay classifies planets into three main categories viz., PET 0, I, and II and three subgroupings viz., A (atmospheric water), S (surface water) and G (subsurface/ground water), on the basis of availability of water and the form of water present.

### Task 23

Choose one of the following and write a paragraph in about 300 words.

1. Types of teachers I have seen so far
2. Characteristics of good friends
3. Components of a desktop computer
4. Types of salespersons
5. Qualities of a good life partner

### PROVIDING EXAMPLES OR EVIDENCE

When you are writing a report, an essay or a research paper as a class assignment, you first need to be clear about what you wish to convey. You need to decide on the stance you would like to take on the basis of your research.

Then once you arrive at a point of view, you need to be able to support your position with evidence. For this, you need to:

- find the right kind of evidence
- try to determine from the context of the reading / class assignment, whether any specific source will give you a better understanding of evidences required
- use evidences effectively
- have an appropriate amount of evidence

**Task 24**

The following article tries to show a relation between social media usage and eating disorders. Read the article and find evidence on the Internet to prove or disprove the views stated here.

Eating disorders are mental disorders that involve abnormal eating habits which affect a person's health. Apart from physical health, eating disorders also impact emotions and the person's ability to function normally in everyday life. The article talks of a link between such disorders and social media usage.

### Does Social Media Increase the Risk of Eating Disorders?

According to a new study by the School of Medicine of the University of Pittsburgh, spending hours every day on social media sites leads to body image issues and a higher risk of eating disorders.

While traditional media like television and glossy magazines are known to cause body image issues by promoting 'thin' models as attractive, social media seems to have an even more powerful impact. This may be due to the fact that it enables users to interact with each other.

1,765 adults in the age group 19 to 35 were given questionnaires to assess the relationship between social media usage and eating disorders. It was found that regular users of social media were 22 times more likely to experience eating disorders like bulimia, binge eating, anorexia and body image issues. They were more likely to be critical of the shape and size of their body and consider themselves obese, even when they were not so.

It is commonly known that, on social media, users share images of themselves that are more flattering, rather than realistic and accurate depictions of themselves. This creates an illusion that the average weight is far less than what it really is. In an effort to battle social media-fuelled eating disorders, Instagram banned the hashtags 'thinspiration' and 'thinspo', but users easily circumvented these barriers by spelling the words slightly differently. YouTube videos about anorexia that could be classified as 'pro-anorexia', received more views and positive ratings than informative videos highlighting the negative consequences of the eating disorder.

**Useful guidelines**

- First, shortlist the different social media websites that you will search for similar articles/posts. (Facebook, Twitter, online news websites, scientific research-based websites etc.)
- Select the key words that you can use on search engines like Google to find related information. Example – social media, anorexia, body-image etc.
- Compile a list of all the relevant articles and images that you find. Separate the research-heavy articles from mere opinions.
- Sort the articles/posts based on their conclusions or findings.
- Based on your research, you may choose to support or oppose the findings stated in the above article. Share your own findings in class and back your opinion by quoting from the scientific data that you have gathered through your research.



# What Should You Be Eating?



**Vocabulary:**  
Abbreviations and acronyms

**Grammar:** Redundancies and clichés

**Reading:**  
Comprehension, intensive and extensive reading

**Writing:** Essay writing, writing introduction and conclusion, précis writing

## Warm-up

Plan a balanced meal using the table. The meal should have adequate amounts of carbohydrates, protein, dairy, fibre and vitamins. The total number of calories in the meal should not exceed 700.

Food item	Quantity	Calories
buttermilk (skimmed)	200 ml	38
skimmed milk or curd	200 ml	58
papaya	½ cup	30
idli	115 gm	155
chicken	100 gm	109
rasgulla	2	110
boiled egg	1	80
vegetable kofta curry	100 gm	147
stuffed tomato	100 gm	85
shahi paneer	95 gm	263

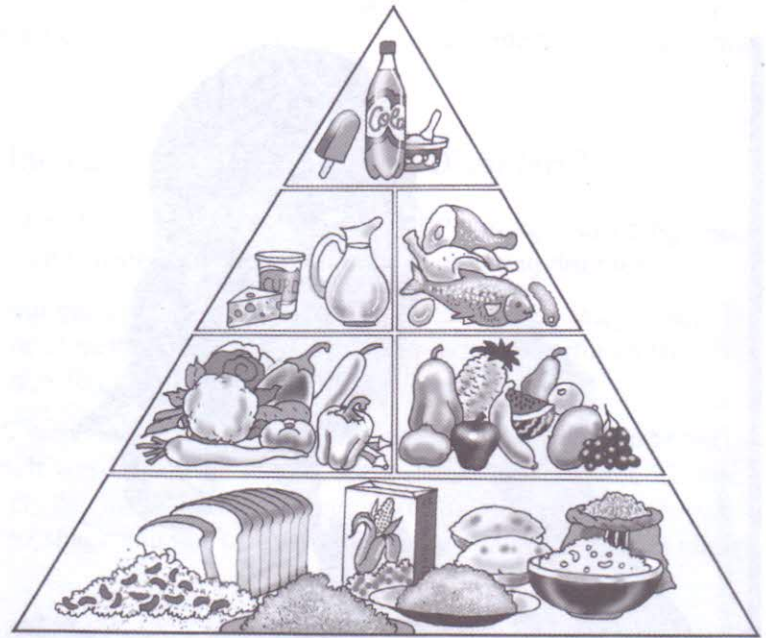
Food item	Quantity	Calories
potato curry	100 gm	165
vegetable korma	100 gm	88
puri	1	75
dosa (plain)	1	120
dosa (masala)	1	250
phulka	1	60
dal	1	150
cooked rice (plain)	1 cup	120
cooked rice (fried)	1 cup	150
milkshake	1 glass	200



Meals	Breakfast	Lunch	Dinner
Food Items			
Quantity			

## What Should You be Eating?

The weight loss industry is a very large, profitable and growing industry. Modern lifestyles often cause weight gain and obesity, leading to an influx of weight loss plans and products into the market. It is widely accepted that weight gain or loss depends on food intake and exercise. To put it briefly, weight change = calories in – calories out. A Healthy Eating Pyramid helps to demonstrate how a balanced diet can be achieved. The following form the bricks of a Healthy Eating Pyramid.



Healthy Eating Pyramid

### Whole grains

Healthy carbohydrates take longer for the body to digest. This helps to prevent any sudden rise and fall of blood sugar levels and insulin in the body. Healthy carbohydrates help prevent Type 2 diabetes and heart diseases. The benefits of healthy carbohydrates are the reason why they are placed at the base of the food pyramid.

Some sources of healthy carbohydrates are oatmeal, brown rice and whole-wheat bread.

- What are the two main factors that change your body weight?
- What is the connection between whole grains and insulin?

### Healthy fats and oils

It is a myth that all fats should be avoided. Some fats are healthy and required for a balanced diet. They help control cholesterol and prevent heart diseases. This explains why fats appear so close to the base of the food pyramid.

Healthy fats can be found in olives, nuts, seeds, sunflower, peanuts and fatty fish, such as Salmon.

### Fruits and vegetables

The next group of food items to appear on the food pyramid are fruits and vegetables. A diet rich in fruits and vegetables has innumerable benefits. It can decrease the chances of having a heart attack or stroke, possibly protect against some types of cancers, lower blood pressure, help you avoid the painful intestinal ailment called diverticulitis and guard against cataract and macular degeneration, the major causes of vision loss amongst people over the age of 65.



Potatoes do not belong to this category on the food pyramid. This is because their effect on blood sugar is similar to that of grains and sweets.

### **Fish, poultry and eggs**

Fish is an important source of protein and is rich in Omega-3 fatty acids, which are known to prevent heart disease. Chicken and turkey are low in saturated fats when compared to red meat. Eggs, too, provide

protein and are a good supplement to breakfasts. Those suffering from diabetes or heart ailments should avoid the yolk of the egg and consume only the egg whites in omelettes and baked products.

- How are potatoes different from other vegetables?
- What do you know about Omega-3?

### **Dairy**

For generations, we have believed that dairy products are good for growing bones as they contain calcium and Vitamin D. Then why are they placed near the narrow part of the food pyramid, suggesting limited intake? The primary reason for this is that the body needs more Vitamin D than even three glasses of milk can provide. At the same time, three glasses of milk contain more calcium than is required for the human body. It is now understood that there are better sources of Vitamin D for the body than milk and cheese, which may also be high in saturated fats. Two servings of dairy a day should be sufficient.

### **Red meats, processed meats and butter**

These foods should be consumed very sparingly. Red meats and processed meats like bacon and sausages contain high levels of sodium. They increase the risk of diabetes, heart diseases and colon cancer. Switching to fish, chicken, nuts and beans is a much healthier choice.

Similarly, switching from butter to olive oil is also a healthier option.

- Why should dairy products be consumed in moderation?
- Do you know of other sources of Vitamin D than the ones listed here?

### **Refined grains, sugary drinks, sweets and salt**

Refined grains include white bread, rice and pasta. Potatoes too fall into this category of foods that should be eaten very sparingly. These items are high in sodium and increase the risk of heart diseases and result in weight gain. This

is because refined grains and sugary drinks cause an accelerated increase in blood sugar levels. Whole grains like wheat and brown rice cause a more gradual increase in blood sugar. The body is better equipped to handle a gradual rise in blood sugar levels.

Foods that are rich in salt like potato chips, cheese and sauces contain high sodium levels that may lead to heart attack and stroke. When buying food, check the labels and choose the ones with the lowest sodium content.

You'll notice that the Healthy Eating Pyramid does not give specific advice about the number of cups or ounces of specific food items that one should have on a daily basis. That's because it's not meant to be a rigid road map, and the amounts can vary depending on your body size and physical activity. It's a simple, general and flexible guide to how you should eat when you eat.

- What happens in the body when you consume sugary drinks?
- List foods that contain high amounts of sodium.

### Post-reading

#### 1. Fill in the blanks.

- a. \_\_\_\_\_ form the base of the health pyramid.
- i. Vegetables and fruits
  - ii. Healthy fats
  - iii. Vitamin supplements
  - iv. Whole grains
- b. In order to control your weight \_\_\_\_\_.
- i. exercise regularly
  - ii. burn as many calories as you consume in a day
  - iii. include more food items from the lower levels of pyramid than from the higher levels
  - iv. eat healthy and burn as many calories as you consume in a day by exercising regularly
- c. Most of the salt in our diet is from \_\_\_\_\_.
- i. dairy products
  - ii. refined flour
  - iii. processed foods
  - iv. sugary sodas

#### 2. Why are processed foods and drinks popular among the youth, even though they are harmful? List at least 4–5 reasons.

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### Vocabulary

#### ABBREVIATIONS AND ACRONYMS

An abbreviation is the shortened form of a word or a phrase. Whereas, an acronym is an abbreviation formed from the initial letters of other words and pronounced as a word.

#### Examples:

**Abbreviations** Jan, USA, Mr, UNO, Attn, Ctrl

**Acronyms** NATO, SAARC, RADAR, NASSCOM, FICCI



**Task 1**

Sort these words in the table into acronyms and abbreviations and write their full forms.

	Abbreviation/acronym	Full forms
AIDS	acronym	acquired immune deficiency syndrome
RAM		
Mr		
LASER		
St		
Dec		
BBC		
cent		

**Task 2**

Find out what these abbreviations/acronyms stand for.

DNA	LAN	
SONAR	FYI	
Sci-fi	approx	
EU	LPG	
sitcom	laser	
scuba	e.g.	
NASA	GIF	
DNA	cont	
i.e.	RSVP	
TNT	VAT	

**Grammar**

**REDUNDANCIES AND CLICHÉS**

**Redundancies**

While speaking or writing, clear and concise communication is essential for the audience to comprehend the message. One of the ways in which clarity can be ensured is by avoiding redundancy in writing and speech. Look at the following sentence:

*At this point of time, it now becomes absolutely necessary for us to consider alternative methods for completing the project.*



Though the sentence is grammatically correct, unnecessary words have been used. 'At this point of time' and 'now' mean the same. 'Necessary' means something that is essential and hence 'absolutely' does not add to the meaning. Therefore, the sentence can be rewritten as follows:

It has now become necessary for us to consider alternative methods for completing the project.

Similarly, look at the following sentence:

In addition to the yearly increment, the employees got an *added* bonus.

'Bonus' refers to an amount of money added to the wages and hence 'added' does not extend the meaning in any way. So the sentence can be rewritten as:

In addition to the yearly increment, the employees got a bonus.

Redundancy refers to the use of unnecessary words/phrases in spoken or written communication. Phrases like 'crisis situation' for 'crisis', 'end result' for 'outcome' and 'safe haven' for 'haven' are examples of redundancies that are used very often. Redundancies should be avoided for clarity and brevity in communication.

Eliminating redundancies is all about putting forth your point in as few words as possible. The best way to eliminate redundancy is to go through your draft of both written and spoken communication such as letters, reports, speeches et cetera and to make sure that there are no superfluous words/phrases.

Here are some examples and useful pointers on eliminating redundancy:

Type of redundancy	Example
Absolute values: Adjectives that express an absolute state do not have different degrees of intensity.	<p>It is <i>absolutely necessary</i> to adopt a scientific approach towards regular fitness programs and dieting. ✗</p> <p>It is <i>necessary</i> to adopt a scientific approach towards regular fitness programs and dieting. ✓</p> <p>The drawing was <i>absolutely perfect</i>. ✗</p> <p>The drawing was <i>perfect</i>. ✓</p>
Acronyms: Spelling out the last words of common acronyms must be avoided. For instance, ATM refers to Automatic Teller Machine. So, in the phrase <i>ATM machine</i> , 'machine' becomes redundant.	<p><i>ATM machine, ISBN number, PAN number</i> ✗</p> <p><i>ATM, ISBN, PAN</i> ✓</p>
Avoiding the use of words like 'back' and 'together' where such meanings have already been implied	<p>To understand this point better, <i>refer back</i> to the lecture notes of the previous class. ✗</p> <p>To understand this point better, <i>refer</i> to the lecture notes of the previous class. ✓</p> <p>During the alumni meet, the old students <i>reflected back</i> on the time they had spent in college. ✗</p> <p>During the alumni meet, the old students <i>reflected</i> on the time they had spent in college. ✓</p> <p>The two entities were <i>merged together</i> to form a big corporation. ✗</p> <p>The two entities were <i>merged</i> to form a big corporation. ✓</p>



### Task 3

#### Identify and delete the redundant words/phrases from these sentences.

1. In the earlier days, there was a consensus of opinion that the Earth was flat.
2. The end result of the rainwater harvesting initiatives was that the level of ground water improved dramatically.
3. Foreign imports during the financial year 2017-18 reduced considerably.
4. It is better that the assessments are postponed until later.
5. Edmund Halley, the astronomer compiled together a chart on trade winds and monsoons in 1686.
6. This phone is a better choice because it has a RAM memory of 4 GB.

#### Clichés

A cliché refers to an expression or idea which has been used so much that it has lost its freshness and effect. When too many clichés are used in writing or in speech, the audience tends to lose interest in the message being conveyed. In fact, clichés become a barrier to clarity in communication since they can distort our original message. Hence, clichés are to be avoided, especially in formal contexts of communication.

Some example of clichés: *at the end of the day*, *acid test*, *as light as a feather*, *cold hard facts*, *dark horse*, *stone's throw* etc.

We can avoid using clichés in our communication by:

- identifying the clichéd expression/s in a sentence
- thinking about what a cliché means by checking the key words/phrases
- deciding whether the expression adds to the meaning in any way
- rewriting the sentence without the cliché.

Look at the following example

*In the present day and age*, people are increasingly sharing recipes for healthy food on the Internet.

The expression 'in the present day and age' refers to the 'present time'. So, a better substitute for the clichéd expression would be 'Nowadays'. The sentence would now read :

*Nowadays*, people are increasingly sharing recipes for healthy food on the internet.

Similarly, look at the following sentence:

*At the end of the day*, it is for the individual to decide whether he can have a positive approach to failures in life.

The expression 'At the end of the day' refers to 'finally', or 'ultimately'. So, those words would be better substitutes for this clichéd expression. The sentence would now read :

*Ultimately*, it is for the individual to decide whether he can have a positive approach to failures in life.

**Task 4**

**Rewrite these sentences avoiding the clichés used.**

1. During the monsoon, the road behind my house should be avoided like the plague since it tends to get waterlogged.  
\_\_\_\_\_
2. Ravi, who is always an early bird, submitted his assignment much before the deadline.  
\_\_\_\_\_
3. Malpractice during the examinations will not be tolerated in any way, shape or form.  
\_\_\_\_\_
4. The movie was an edge of the seat thriller.  
\_\_\_\_\_
5. Regular exercise and proper diet ensure that one remains as healthy as a horse.  
\_\_\_\_\_

**Reading****READING FOR LOCAL AND GLOBAL COMPREHENSION**

In reading a text for meaning, it is desirable to go from the whole to the parts. An efficient reader will first try to form an overall picture of the entire text (global comprehension), before getting into its details (local comprehension). Given below, as a part of the next task, is an informative article on the choice of media for advertising, to help you practice these reading skills.

**Task 5**

**Read the passage and complete the table.**

**Reaching the Target Audience**

Advertising is an effective way of promoting your products and services to your target audience. It is usually a paid form of promotion. When you advertise, you tell prospective customers who you are, where you are and what you can do for them.

Good advertising should:

- build the image of your business
- explain the benefits of your products and services
- increase awareness of new products and services before, when and after they are launched
- generate interest from your target market as well as from new audiences or prospective customers



- encourage customers to ask for information about your business and provide options so that they can contact you
- increase the demand from customers and push up your sales.

Understanding the wide range of advertising strategies available will allow you to use the one that is best for your business. You may find that using a combination of strategies gives you the strongest results.

The most suitable advertising option for your business will depend on your target audience and the most cost-effective way to reach as many of them as possible, as many times as possible. The advertising option chosen should also reflect the right environment for your product or service. For example, if you know that your target market reads a particular magazine, you should advertise in that publication.

- What are the essential qualities of a good advertisement?
- How do we usually decide the most suitable advertising option?

The following list is an introduction to advertising tactics that you could use. Remember, you can always be creative (within advertising regulations) to get noticed.

### Newspapers

*Newspaper advertising can promote your business to a wide range of customers. Display advertisements are carried throughout the paper, while classified listings are placed under subject headings in a specific section.*

You may find that a combination of advertising in your state/metropolitan newspapers and your local papers gives you the best results.

### Magazines

Advertising in a specialised magazine can reach your target market quickly and easily. Readers (your potential customers) tend to read magazines in their leisure time and keep them for longer, giving your advertisement multiple chances to attract attention. Magazines generally serve consumers (by interest group, example: women) and trade (by industry/business type, example: hospitality).

- What are the similarities and differences between a newspaper ad and a magazine ad?
- What are classifieds? Why are they called so?

If your products need to be displayed in colour, then glossy advertisements in a magazine can be ideal, although these are generally more expensive than newspaper advertisements.

Magazines do not usually serve a small area such as a specific town. If your target market is only a small percentage of the circulation, then this kind of advertising may not be cost-effective.

### Radio

Advertising on the radio is a great way to reach your target audience. If your target market listens to a particular station, then regular advertising can attract new customers.

However, sound has its limitations. Listeners can find it difficult to remember what they have heard and sometimes the impact of radio advertising is lost. The best way to overcome this is to repeat your message regularly. This, however, increases your costs significantly. If you cannot afford to play your advertisement regularly, you may find radio advertising ineffective.

## Television

Television has an extensive reach and advertising through this medium is ideal if you cater to a large market over a large area. Television advertisements have the advantage of the use of sight, sound, movement and colour to persuade a customer to buy your products. They are particularly useful if you need to demonstrate how your product or service works.

Producing a television advertisement and then buying an advertising slot is generally expensive. Advertising is sold in units (example, 20, 30, 60 seconds) and costs vary according to:

- the time slot
- the television programme
- the reach of the ad, regional or national
- whether you want to buy slots on multiple networks.

Have you ever listened to an ad on an FM radio station?  
How is it different from an ad that you see on TV?

## Hoarding and transit posters

There are many ways to advertise outdoors and on-the-go. Outdoor billboards can be signs by the road or hoardings at sport stadiums. Transit advertising can be posters on buses, taxis and bicycles. Large billboards can get your message across with a lot of impact. If the same customers pass by your billboard every day as they travel to work, you are likely to be the first business that they think of when they want to buy a product.

Even the largest of billboards usually contain a limited amount of information. Otherwise, they can be difficult to read. Including your website address makes it easy for customers to follow up and find out more about your business. Outdoor advertising can be very expensive, especially for prime locations and supersized billboards.

## Direct mail, catalogues and leaflets

Direct mail means writing to customers directly. The more precise your mailing list or distribution area is, the more of your target market you will reach. A direct mail approach is more personal, as you can select your audience and plan the timing to suit your business. A cost-effective form of direct mailing is to send your newsletters or flyers electronically to an email database.

Catalogues, brochures and leaflets can also be distributed to your target area. A brochure with your direct mail address is a great way to give an interested customer more information about your products and services.

## Online

Being on the Internet can be a cost-effective way to attract new customers. You can reach a global audience at a low cost. Many customers research businesses online before deciding whom to buy from.

- Are online ads more effective than printed ones? Why/why not?
- Imagine that you are starting a new school in your area. What advertising options would you use? Why?

A well-designed website can entice customers to buy from you. There are a number of ways in which you can promote your business online via paid advertising, or by improving your search engine rankings.



Other ways to advertise your business online include promoting your products or services on social media sites, blogs, search engines and other websites that your target audience visits.

Type	Media	Pros	Cons
Newspaper	print	wide range cost-effective	short shelf-life less attractive

**Task 6**

Here are a few statements. Think of three reasons for each of these statements. Discuss in pairs to see if your reasons match. One has been done for you.

- a. Magazine advertising is more successful in metropolitan cities as compared to smaller towns or villages.

*Reasons: higher rate of literacy in metropolitan cities, better standard of living in these cities allows more people to buy magazines, better distribution channels like large bookstores ensure better sales of magazines*

- b. Television ads are more expensive to produce than radio ads.
- c. Newspaper advertising is declining in importance.
- d. Direct mail as a form of advertising may lead to a lot of wastage.
- e. Online advertising is increasingly gaining importance.

**INTENSIVE AND EXTENSIVE READING**

Reading is primarily of two types – intensive reading and extensive reading – based on the purpose for which one is reading a text. While reading a text intensively, we pay attention to the vocabulary items, the transition signals, the structure of the passage and the main ideas and supporting details. Intensive reading helps us to understand the main idea of the passage, the ordering of the information and the connection of ideas. It therefore involves reading the text in detail. This enables us to make inferences or evaluate the ideas presented in the text. In short, intensive reading involves a detailed analysis of the given text.

On the other hand, extensive reading involves reading for pleasure and reading fast. The primary aim of extensive reading is general comprehension in the target language. This builds reader-confidence and overall linguistic competence. For instance, after reading a short story, you might want to identify the positive and negative traits of a character or understand the main theme of the story. Extensive reading helps one to understand the nuances of the target language in a better way.

While reading a text intensively, the following strategies can be used:

1. Maintain the focus on the text.
2. Identify the purpose of the text (to defend, to argue, to describe, to analyse, to present an opinion etc.)
3. Highlight important points, thesis statements etc.
4. Pay close attention to how the writer moves from one idea to another.
5. Pay particular attention to the vocabulary items and transition signals.
6. Try to identify the overall position of the writer vis-à-vis the subject.

**Task 7**

**Read the following passage and answer the questions that follow.**

### How to Improve Critical Thinking Skills

Critical thinking refers to the act of questioning accepted ideas by seeking evidence and examining all sides of an issue. Critical thinking is required to recognise biased viewpoints and persuasive arguments which influence the reasoning power. Retraining yourself as a critical thinker is possible if you, like an athlete prepares for better performance, pay close attention to technique and specific practice.

#### How critical thinking works:

People bring prior knowledge to most issues. Critical thinkers add to this knowledge and consider other sides before taking a position. A person exercising critical thinking skills looks at the issue, considers the problem from various angles, examines evidence from all sides, takes action and looks back to consider the outcome. For instance, a coal mining company may claim that solar energy is too costly and such technology may be ineffective in a particular geographical area. Before accepting this statement, it is important to question it. Some of the critical questions to ask could be – 'Who is promoting the company?', 'Do their competitors also feel the same way?' Additional information regarding financial and environment-related considerations should be collated. Only after a deliberate consideration of each of the above questions would it be possible to form an opinion. In other words, before jumping to conclusions, we must consider the available evidence in a systematic manner.



### Recognising assumptions:

To think critically, we must first recognise bias. Bias means favouring one position over another. Bias could become an obstruction while considering the different ways to approach an issue. For instance, it may be easy to assume that solar energy is a low-cost power source, but the critical thinker would delve deeper to determine if that is indeed the case. Our first thoughts on the issue must be challenged with the following line of questioning: Where did I get that idea, and do facts support it?

### Questioning:

The best way to develop critical thinking skills is by examining an issue through questions. By probing deeply with questions before reaching a conclusion, we can increase our receptiveness to deeper reasoning without judgment or bias.

### Actions and alternatives:

We must interpret information from different sources and let go of our prior assumptions. Critical thinkers 'try on' varying solutions by playing out the results to hypothetical conclusions. For this, we must reframe the revised perspectives as clearly and specifically as possible and pose questions without requiring immediate answers. With the discipline to reserve judgment and to consider many aspects of the issue at hand, you can develop a clearer and more informed way of viewing the world as a critical thinker.

### Questions:

- Critical thinking involves questioning accepted ideas by
  - \_\_\_\_\_
  - \_\_\_\_\_
- The stages in the process of critical thinking are:
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- State whether the following statements are correct or incorrect.
  - Bias can become an obstruction to the critical thinking process.
  - Our first thoughts on an issue must not be challenged.
  - For impartial reasoning, we must raise questions to probe the issue deeply.
  - Reframing situations with the same perspectives is necessary for critical thinking.
- The phrase 'try on', as used in the passage means:
  - to see if clothes fit
  - to see if something is suitable
  - to behave badly
  - to get something from somebody
- The word 'hypothetical', as used in the passage means
  - imagined
  - pretended
  - false
  - fictitious

## Writing

### ESSAY WRITING

The word essay comes from the Latin verb *exigere* which means 'to examine, or to test'. An essay allows a writer to test or examine his or her ideas about a particular topic.

The two important skills required for writing an essay are:

- clarity and accuracy in expression – the ability to make effective use of words and phrases to express ideas
- the ability to understand and organise ideas relevant to a topic in a coherent manner

Before writing an essay, it is essential to brainstorm ideas about the topic and decide on their relative relevance to the topic. If necessary, you must make short notes for this purpose. Brainstorming ensures that your essay has relevant ideas and a proper structure.

An essay is mainly divided into three sections: Introduction, Body and Conclusion.

### Introduction

The introduction of the essay is a single, short paragraph which explains the purpose and the scope of the essay. It contains the thesis statement which reflects the position of the writer on the topic. The introductory paragraph can be structured in the following manner:

- Background to the topic: The reader may require some background information to understand the writer's position.
- Thesis statement: This statement establishes the view of the writer. It also shows whether the writer is planning to argue or discuss the topic.

In addition to this, an essay can also begin with a hook – a short statement to persuade the reader to read the essay. The hook can be a dramatic statement, a question, or a statistic. The hook is an optional element.

Read the following introduction to an essay on junk food:

Did you know that everyday there are about 2000 orders placed for fast food from the offices in the Knowledge Park? (*hook*) This means that around 2000 people are consuming junk food every working day. Increased consumption of junk food has led to people contracting many lifestyle diseases at a very young age. (*Background information*) This leads to a significant impact on the quality of life. In this essay, I will argue as to why there is an immediate need to reduce the amount of junk food that we are consuming. (*Thesis statement*)

### Body of the essay

The body can be divided into two or three paragraphs. The paragraphs should be well-structured with one main idea related to the topic and the supporting details which justify/prove/extend the main idea. The topic sentence provides the main idea of the paragraph. Even if the topic sentence is not clearly identified, the paragraph should be able to convey the main idea. The paragraphs in the body of the essay can be coherently linked through the use of discourse markers and transition signals.



Look at the following paragraphs that form the body of an essay on junk food.

Main Idea	Supporting details	Paragraph in the essay
Junk food makes people lethargic and affects the quality of their life	<ul style="list-style-type: none"> <li>• junk food high in salt and fat</li> <li>• high in calories and raises cholesterol levels</li> <li>• people become obese</li> </ul>	Continued consumption of junk food tends to make people obese and lethargic. Many junk food items like burgers, french fries or even snacks sold by street side vendors are high on salt and fat. They increase the number of calories consumed and sometimes push up cholesterol levels as well. As a result of this people become obese.
Risk of infections	<ul style="list-style-type: none"> <li>• junk food may not be cooked under hygienic conditions</li> <li>• ingredients used such as taste and flavour enhancers may not be good for health</li> <li>• packaging and storage conditions may be unhygienic</li> </ul>	In addition to this, junk food also poses a serious health hazard because those items carry the risk of infections. The food may not be cooked in hygienic conditions. Sometimes, restaurants add taste and flavour enhancers to the food which can adversely affect the health of the consumer. Sometimes, the raw materials used to cook such foods are not stored under hygienic conditions. The packaging too might not be pilfer-proof.

## Conclusion

A concluding paragraph summarises the main idea of the essay. It must logically follow the paragraphs in the body of the essay which would have discussed the central idea. It involves restating the writer's position and summarising the main points of the essay. Avoid introducing new ideas/arguments in the conclusion.

Look at the following conclusion of the essay on junk food.

In today's world, a healthy lifestyle and high levels of productivity are absolutely essential. Unfortunately, consuming too much of junk food leads to ill-health and lethargy, thereby reducing our productivity levels. This is not to mention the medical expenditure and the related anxieties that people have to undergo. So, we must watch what we eat and reduce our consumption of junk food.

### TYPES OF ESSAYS

Essays can be of different types, depending on the purpose they achieve. It is important to know the purpose for which an essay is being written as this can partly influence the structure, style and content. Given below are some quick features of the major essay types:

- Descriptive
- Narrative



- Informative/Expository
- Argumentative
- Exploratory

These types differ in terms of treatment of a topic. Let us look at the features of each of these types.

Descriptive	Narrative
<ul style="list-style-type: none"> <li>• Can be a description of a place or a thing</li> <li>• Need not be limited to a visual description</li> <li>• Should include the other senses of perception like hearing, smelling, touch etc.</li> <li>• Can be structured based on the different aspects of the description</li> </ul> <p><b>Example:</b> My city at rush hour</p>	<ul style="list-style-type: none"> <li>• Recounts an event, an incident or an experience, or retells a story</li> <li>• Often written from the writer's personal perspective</li> <li>• The thoughts, feelings and attitudes of the writer towards the subject matter are conveyed to the reader</li> </ul> <p><b>Example:</b> The day the tsunami struck</p>
Informative/Expository	Exploratory
<ul style="list-style-type: none"> <li>• Conveys information to the readers</li> <li>• Focusses on factual details</li> <li>• Requires some amount of research</li> <li>• The type of information will determine the structure</li> <li>• Should avoid overload of information, technical jargon and complex detailing</li> </ul> <p><b>Example:</b> Wearable technology</p>	<ul style="list-style-type: none"> <li>• Takes a subject matter, often a problem statement and analyses it in detail</li> <li>• Unravels the layers of complexity and goes to the heart of the problem</li> <li>• Tries to find a solution to the problem or, at the very least, makes suggestions to help find one</li> </ul> <p><b>Example:</b> Disaster management practices in India: challenges and solutions</p>
Argumentative	
<ul style="list-style-type: none"> <li>• Seeks to convince the reader to accept the writer's point of view</li> <li>• Arguments need to be constructed carefully and supported by evidence</li> <li>• Often takes a stand but can also accommodate opposing points of view</li> </ul> <p><b>Example:</b> Should Indian industry shift its focus from the services sector to manufacturing?</p>	

Now let us look at argumentative essays in detail.

### Argumentative essays

An argumentative essay is based on a debatable topic and attempts to convince the reader to accept an opinion, or to take some action, or both. In such an essay, the authors usually explore an issue fully and consider different perspectives, assumptions, reasons and evidence to reach an informed position.



**Sample argumentative essay**

Exploitation in Child Beauty Pageants	The title
<p>It is 6 am on a Friday morning and Marie is about to awaken her eighteen-month-old baby, Sarah, to prepare her for a long weekend of make-up, hairspray, and gowns. Sarah is one of the thousands of babies forced into the many children's beauty pageants that are held all over America each year. Marie is among the many over-demanding and pushy parents who pressure their budding, innocent children into beauty pageants each year. This whole obsession with beauty pageants, and the severe distress it causes the young children, is wrong.</p>	<p>The thesis statement (that 'child beauty pageants are wrong') is made, citing an individual case.</p>
<p>Children's beauty pageants are judged on the following criteria: modelling, sportswear and evening wear, how well the girls dance, and how much talent they have. Approximately 250,000 children participate in pageants each year. Parents, whose children enter these contests, claim that their wards gain confidence through performing. They also claim that they are better prepared for life and will be more socially comfortable. They further boast that these children mature at a younger age than 'normal' children do. Why would any parent want their children to grow up any faster than they already do, one wonders! Moreover, beauty pageants are not the only way in which a child at such a young age can gain confidence.</p> <p>The only confidence that a child at eighteen months needs to gain is eating on her own, standing up on her own and the confidence that her family loves her. If these children learn these three things, they will most likely have great self-confidence. On the other hand, take the child who loses the pageant. There are visible effects that the child shows. She thinks less of herself and feels that she has let her parents down.</p>	<p>An argument in favour of pageants for children (that children gain confidence and they mature early) is mentioned and refuted. A counterpoint (that such contests may damage the self-confidence of children) is made.</p>
<p>Parents entering children into beauty pageants to help pay for college is also terribly wrong. They are teaching their kids that the only way to get money is through flaunting their looks.</p>	<p>A second argument for child beauty contests (that such contests help fund college education) is mentioned and refuted.</p>
<p>Even the argument that the children themselves want it, sounds unconvincing, as it is difficult to believe that a child wants to be a doll on display when she can barely even talk. Yet the hours that the child and her parents spend together while preparing for, and participating in, these contests, are a great way for them to bond, as long as they are both happy in what they are doing.</p>	<p>A third argument for child beauty contests (that children participate in them out of their own interest) is mentioned and refuted.</p>
<p>With all of the time that the child is putting into practising and reciting, she has very little time to play with other children and learn important life skills. Also, if children are spending so much time on pageants, they are missing out on years of joyful childhood activities, like trick-or-treat and Easter egg hunting, because they are too busy watching their figures.</p>	<p>A second counterpoint (that child models lose out on their childhood) is made.</p>



- Select the important points and write them down in your own words as an outline.
- Check with the original passage to see if any point has been missed.

2. Writing the Précis:

- While largely following the same organisation as in the original passage, make sure that the ideas follow each other in a logical manner. (use relevant transition signals and discourse markers to showcase this)
- Avoid superfluous details. (examples, illustrations, facts etc.)
- Try and use your own words while writing the précis. However, you can use a few subject-specific key words from the passage.
- Avoid selecting a few detached sentences from the original to form the précis.
- A précis should be written in the third person. So, if the first person has been used in the passage, change it to the third person.
- Sometimes a précis maybe required to have a title.

**Task 9**

**Read this passage and identify the points to be included in the précis.**

Canning is a popular modern-day method of preserving food in which items such as preserves, sauces and purées are processed and sealed in airtight containers. Canning provides a shelf life that typically ranges from one to five years, although under specific circumstances, it can be much longer. For example, a freeze-dried canned product, such as canned dried lentils, could last for as long as thirty years in an edible state. In the 1970s, samples of canned food from the wreck of a steamboat that had sunk in a river in the United States in the 1860s were tested by the National Food Processors Association. Although appearance, smell and vitamin content had deteriorated, there was no trace of microbial growth. In fact, surprisingly, the more than 100-year-old food was determined to be safe to eat. (134 words)

Let us now consider every sentence in the paragraph in Task 9 and see how the text can be summarised:

**Main idea:** Canning – a method to preserve food for longer duration

Sentences in the paragraph with key words underlined	Reworded sentences for the précis
<u>Canning</u> is a popular modern-day method of <u>preserving</u> food in which items such as preserves, sauces and purées are processed and sealed in <u>airtight containers</u> . (25 words)	Canning is a method to process and preserve food in airtight containers. (12 words)
<u>Canning</u> provides a <u>shelf life</u> that typically ranges from one to five years, although under specific circumstances, it can be much <u>longer</u> . For example, a freeze-dried canned product, such as canned dried lentils, could last for as long as thirty years in an edible state. (45 words)	Canning provides a longer shelf life. (6 words) (Note: The example of 'dried lentils' has been dropped to save words.)



Exploitation in Child Beauty Pageants	The title
<p>It is now 5 pm on Friday, and Marie and Sarah are done with the first of the three long days. As little Sarah walks off the stage empty-handed, she looks at her mom with teary eyes, as if she has failed both herself and her mom. As stated before, many children like Sarah, around the world, are forced into beauty pageants each year. Children at such a young age do not have the ability to handle failure. All little Sarah sees are other children leaving the stage with a sparkling trophy and their parents running over and giving them a big hug, while she walks off the stage with nothing and sees her parents turning away. Children's beauty pageants have been blown way out of proportion, and are causing irreparable harm to these little young 'women'. Hence, there is a need, for all the stakeholders involved, to work towards saving these girls' futures.</p>	<p>The author goes back to the individual case mentioned in the first paragraph and makes the concluding statement.</p>

### Task 8

Write essays on the following topics in about 350-400 words each.

1. Are social media apps like Facebook and LinkedIn useful in any way or are they a waste of time? Write an essay outlining your position on this topic.
2. Machines using Artificial Intelligence can become a threat to human society. Do you agree or disagree with this statement?

### PRÉCIS WRITING

A précis is a concise version of a larger text. It is a summary of a text in which the tone proportions and meaning of the original text are carefully maintained. Hence, it is more precise than a summary.

A précis enables a person to grasp the main points of the text and therefore contains a condensed restatement of the main points/ideas. The length of the précis should be approximately one-third of that of the original.

Précis writing develops the following skills:

- helps understand the substance of lengthy texts
- develops the ability to identify and summarise the main points
- trains one in distinguishing between important and superfluous ideas
- promotes the skill of organising and sequencing information
- encourages the use of relevant and precise vocabulary.

To write an effective précis, the following steps will be helpful:

1. Reading the material:
  - Read the passage once or twice to understand the gist/main idea(s).
  - Read the passage once again to see how the supporting details relate to the main ideas. Make notes if necessary.



Sentences in the paragraph with key words underlined	Reworded sentences for the précis
In the <u>1970s</u> , <u>samples</u> of <u>canned food</u> from the wreck of a <u>steamboat</u> that had sunk in a <u>river</u> in the United States in the <u>1860s</u> were tested by the National Food Processors Association. (34 words)	Samples of canned food from a boat that sank in 1860s were tested in 1970s. (15 words)
Although <u>appearance</u> , <u>smell</u> and <u>vitamin content</u> had deteriorated, there was no trace of <u>microbial growth</u> . In fact, surprisingly, the more than 100 -year-old food was determined to be <u>safe</u> to eat. (29)	The food was determined to be safe for consumption. (9 words)

Since the précis is supposed to be one-third of the original passage, we must rephrase our reworded sentences so that the word limit of 45 can be maintained.

Canning is a method to process and preserve food in airtight containers to provide a longer shelf life. For instance, when samples of canned food from a boat that sank in the 1860s were tested in the 1970s, they were found to be safe for consumption.

You would notice that we have omitted some details which may appear to be important, for instance – details of where the steamboat sank, who tested the samples and the deterioration in appearance, smell and vitamin content.

Précis writing involves distilling the main ideas and expressing them in a condensed manner. Therefore, in the interest of brevity, points that are not directly linked to the main idea must be ignored. Hence, the real skill of précis writing lies in two factors – ability to discriminate between important and unimportant ideas and organising them sequentially/logically.

### Task 10

Attempt a précis of the following passage.

#### Five toxic habits that you should get rid of immediately

Bad habits are behaviours that we internalise and carry on with almost without noticing. It is very important to be conscious of these toxic habits and do what we can to erase them. This will ensure our overall well-being and improve the quality of our lives.

Firstly, we often tend to ignore our mistakes. Admitting a mistake is probably difficult for many of us as it adversely affects our self-esteem. But learning take to responsibility for our mistakes is a big part of learning and growing.

Secondly, we often entertain negative thoughts about ourselves. Often, if we feel that we are not good enough at doing something, we begin to internalise that thought. This can lead to serious disorders like depression or anxiety. One of the ways in which we can check this is by writing down the negative thoughts on a piece of paper and figuring out some alternative thoughts to replace them.



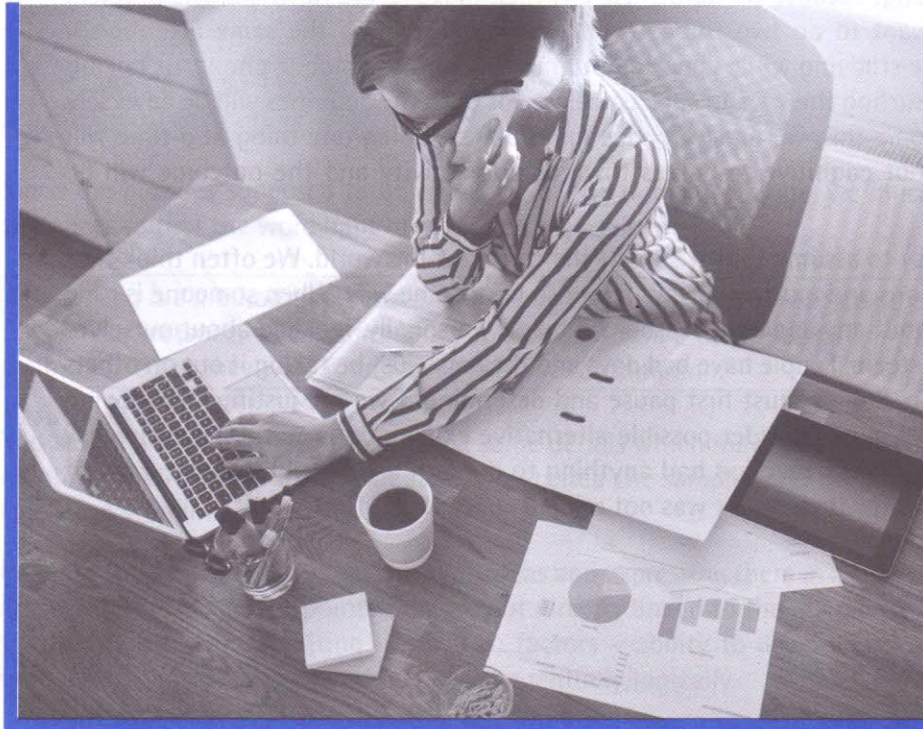
Thirdly, we often slouch and maintain a poor body posture. Our body language not only says a lot about us, but also affects our mood. According to a study, sitting with our back straight makes us feel more confident. In fact, research also shows that it can help in relieving stress. So, we must try and keep our spine straight when we're sitting, standing or walking. Since the head guides the rest of the body, we must always look up, focussed on the world in front of us.

Fourthly, since life today is extremely fast-paced, we want to do everything as quickly as possible. This results in multitasking. There are some activities we can do without thinking, like walking or eating, because we hardly use any mental resources for them. The problem comes when we want to do two things – both of which require the same attention – simultaneously, like studying while checking our messages on the mobile phone, or talking to someone while surfing the web. In such cases, one or both the activities will be adversely affected. To overcome this, we must practice mindfulness. Doing one thing at a time will help us focus all our cognitive resources towards one activity and the outcome will be much better.

Lastly, it is very easy to assume that we are at the centre of the world. We often think that other people's actions and motives always relate to us in some way. When someone is rude or mean to us without any apparent reason, we take it personally, feel bad about ourselves and lose our self-esteem. People have bad days and they may just be taking it out on others without any reason. So, we must first pause and determine if we are justified in drawing our conclusions. We must consider possible alternative explanations and if necessary, ask the person directly if their reaction had anything to do with us. We will see that most of the time, the reason for their anger was not related to us at all. (491 words)



# How A Chinese Billionaire Built Her Fortune



**Vocabulary:** Technical vocabulary

**Grammar:** Practice exercises in common errors

**Reading:** Practice in reading comprehension

**Writing:** Report writing, types of reports, business and technical reports

## Warm-up

In groups of five, choose any one of the names in the box. Then, think of five interesting facts you know about this person. Share the facts with the rest of the class.

- Larry Page
- Mark Zuckerberg
- Kiran Mazumdar-Shaw
- Laxmi Mittal
- Rupert Murdoch

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## How a Chinese Billionaire Built Her Fortune

Meet Zhou Qunfei, the world's richest self-made woman. She is the founder of Lens Technology and counts a \$27 million estate in Hong Kong among her acquisitions. But she is most at home on the floor of her factory, dipping her hands in a tray of water to ensure it is of the right temperature, or taking the place of one of her technicians for a while. If you met her, you would instantly notice her neatness of appearance, her round, owl-like glasses and her cherubic face.

The youngest of three children, Qunfei was born in a tiny village in China. She lost her mother when she was five. Her father was a skilled craftsman. He lost his eyesight and a finger in an industrial accident. Young Qunfei helped her family raise pigs and ducks for their livelihood.

- Who is the world's richest self-made woman? What is the name of the company she started?
- Where is she 'most at home'? What does it mean to be 'most at home'?
- Where was she born? What was her childhood like?

Despite being a brilliant student, Qunfei dropped out of school at the age of 16. She landed a job that required her to work from 8 am to 12 pm, polishing glass. The hours were long and the work, monotonous. After three months, she decided to quit. She wrote her letter of resignation to her boss, in which she complained of the long hours and the boredom. But she also said that she was grateful for the job and was willing to learn more. Her boss was impressed with the letter. He asked her to stay on and promoted her.

When she had saved enough money, she took the help of her relatives and set up a workshop for making watch lenses. Much of what she knew about making lenses was self-taught. She now began to try out different ways of improving the quality of the lenses that she sold. She began to acquire a reputation for making the finest watch lens available in the market. Along the way, she married and had a child. She then divorced, married again and had another child.

The advent of the mobile phone made Ms Zhou a billionaire. In 2003, she was still making watch lenses when she received a call from the mobile giant Motorola. They wanted her to make screens for mobile phones. Until then, mobile screens were made of plastic. But

- What does Lens Technology produce? Who are its biggest customers?
- Why do you think Motorola approached Lens Technology and not any other lens maker?

glass would be more resistant to scratches and provide sharper images for texts and multimedia. Zhou got on board and created the screens for Motorola's Razr V3.



Soon, HTC, Nokia and Samsung placed orders with her. Then, in 2007, Apple entered the market with the iPhone, which has a keyboard-enabled glass touch screen. Apple picked Zhou's Lens Technology as its supplier. Consequently, Ms Zhou invested heavily in new facilities and skilled technicians. Within five years, she set up manufacturing plants in three cities.

Today, there are several competitors in this area, but Lens Technology still remains a tier-one player. Ms Zhou is very hands-on with her job. She still tours the factory floor and sits down at the machines to work them herself. This is her way of finding any faults in the process or equipment that

are in use. She expects the same amount of dedication from her employees as well. Most of the labour that she employs for checking glass are women.

In the factory, glass is cut, ground down to size, bored and polished to give each plate a transparent finish. Then the plates are strengthened in a potassium ion bath, painted and cured. Finally, they are cleaned and coated with anti-smudge and anti-reflection films. Zhou is obsessive about the standards maintained in her factory. From her office, a door leads to an apartment. She uses this apartment to rest, so that she can have access to the factory floor day and night.

In spite of all the success she has achieved, Zhou is relatively less-known, even in her own country, China. She rarely grants any interviews or makes public appearances. Her employees know her to be fastidious and observant of the smallest details. She notices a manager

slouching at a meeting and asks him to sit straight. Yet, she exudes charm and humility. She remembers where she comes from and does not take her present position for granted. She recalls that in her village most girls did not have the option of going to middle school. They would be engaged or married at a very early age. Zhou chose to work and run a business. And it is a choice she never regrets.

- What are the processes that glass is put through in the factory?
- What are the factors that helped make Ms Zhou successful?

## Post-reading

### 1. Arrange the sentences in the order in which they appear in the passage.

- Zhou invested heavily in facilities and skilled technicians.
- Zhou worked in a factory from 8 am to 12 pm.
- Motorola asked Zhou to make glass screens for Razr V3.
- Apple brought the iPhone into the market.
- Zhou helped her family raise pigs and ducks.
- Zhou started her own watch lens company.
- HTC, Nokia and Samsung placed their orders with Lens Technology.

### 2. Circle the qualities that Zhou Qunfei is seen to possess. Then find the lines in the passage that support it.

hard-working    religious    demanding    obsessive    positive    humorous    arrogant

## Vocabulary

### TECHNICAL VOCABULARY

Technical vocabulary is the specialised vocabulary of any field that evolves due to the need for experts in that field to communicate quickly, clearly and easily. Technical terms, such as 'anti-smudge' and 'anti-reflection films' in the passage above, allow professionals to exchange their ideas with precision, brevity and fluency. Academic disciplines such as Engineering, Medicine, Psychology, Business, Linguistics et cetera require a wide knowledge of the words and phrases used in these respective areas. In most fields, technical terms get used extensively both in written and spoken communication.



One way of acquiring technical vocabulary specific to one's area of study or field of work is to consult a dictionary. Often specialised dictionaries are available online for most fields. However, in many contexts, it may not be possible to refer to a dictionary. So, a working knowledge of key terms in one's field can be an asset. As you gain experience in your chosen field, your vocabulary will widen.

Here are some technical terms used in Engineering and Business-related fields along with their meanings. This is just a starter's list that you can begin with. You can refer to Appendix 2 for an extended list of technical terms.

### Computer-related terms

**Analogue:** The conventional method of transmitting data. Old-fashioned landline telephones use analogue technology. This has been superseded by digital technology.

**Attachment:** The process by which a document, a photo or a video is sent along with an email

**Bookmark:** A process by which a webpage can be saved as a semi-permanent link within the server

**Cloud computing:** The process of storing data on the Internet instead of a hard drive. Google Cloud, iCloud, Dropbox, Microsoft OneDrive are a few popular cloud-storage platforms.

**Compression:** The process by which the size of a file is reduced

**Cybercrime:** Any type of illegal activity that involves, principally, a computer

**Firewall:** A barrier that acts as a security guard to a system, protecting it from virus and malware attacks

**FTP:** File Transfer Protocol or FTP is a common method by which files of large size are transferred from one computer to the other via a shared platform.

**GIF:** Graphic Interchange Format (GIF) is a graphic file format whereby a number of images are compressed into one file.

**Home Page:** The page of a website that opens first when one logs on

**HTML:** Hypertext Markup Language (HTML) is a system of symbols used on a document file that is used for display on the Internet.

**ISP:** Abbreviation for Internet Service Provider

**JAVA:** A programming language that is commonly used by developers to create client-server web applications

**LAN:** A Local Area Network (LAN) is a group of computers and associated devices that share a common communications line or wireless link to a server.

**Malware:** Short form for 'Malicious Software' – refers to programs like viruses, worms and spyware that can potentially harm a computer

**Phishing:** A type of cybercrime which is done by deceiving people through links that seem to come from legitimate services or companies. These links often contain malware that steals confidential information from the victims' devices, including personal information, online banking log-in details and passwords to social media accounts.

**ROM:** ROM or 'Read-Only Memory' is a part of the computer's memory that cannot be altered by the user.

**Spam:** Unsolicited email messages sent for marketing purposes

**Viral:** Online content that suddenly becomes wildly popular within a short period of time. Viral content is mostly ephemeral.

**Wi-Fi:** A form of technology that allows computers to connect to a wireless network

**Zip:** A method by which a large number of files or folders are compressed and archived into one file. Zip formats are often used to send multiple files via email.

### **Technology and Engineering-related terms**

**Adapter:** A device used to connect two or more pieces of equipment that cannot be connected normally

**Buoyancy:** Force exerted by a liquid substance when an object is immersed into it

**Catalyst:** Substance used to speed up a chemical process without interfering with the main chemical reaction

**DC motor:** A type of rotary machine that converts direct current into mechanical energy

**Density:** The amount of mass of a substance in a given volume

**Endothermic:** A reaction or process that happens due to the absorption of heat

**Fulcrum:** A pivot point, or edge, around which an object can rotate freely

**Half-life:** A measure of the speed of radioactive decay of unstable, radioactive atoms

**Kelvin:** The SI Unit of temperature. 0° Celsius is equivalent to 273.15 K. The degree symbol (°) is not used with Kelvin.

**Ultrasonic:** Sound with a pitch that is at the upper limit of human hearing

**Mould:** The hollow container that is used to give shape to a hot liquid or molten material

**Ohm:** A unit of electrical resistance

**pH:** The measure of the acidity of a solution

**Rotary Motion:** Circular motion as in turning of a bicycle wheel

**Solution:** A mixture of solid and liquid where the solid never settles – for example, saltwater

**Vaporisation:** The process by which liquid turns into vapour

### **Business-related terms**

**Actuary:** Persons employed by insurance companies and pension providers to calculate life expectancy, accident rates et cetera using complex mathematical formulae

**Bull Market / Bear Market:** A market where share prices roar ahead is called a 'Bull market', whereas a stock market where share prices fall drastically is called a 'Bear market'.

**Collateral:** A major asset, normally a house, that is kept as security against a loan. These assets may be seized if the borrower fails to repay the loan.

**Depression:** An economic downturn that continues for a significant period of time

**GDP:** Gross Domestic Product (GDP) is the total value of everything produced and services provided by everyone and all companies in a country.

**Guarantor:** The person or organisation that agrees to honour the debts of a borrower if the borrower fails to repay

**Line Manager:** A person with direct managerial responsibility for a particular employee

**Merger:** The combining of two or more businesses on a more or less equal footing

**Privatisation:** The process by which state-owned assets are moved into the private sector



**Quarterly report:** The business report of a company that is published every three months

**Recession:** A period of temporary economic decline when trade and industrial activity slows down, resulting in a fall of the GDP

**Task 1**

Fill in the blanks using suitable terms from the box.

- |            |         |           |              |           |             |
|------------|---------|-----------|--------------|-----------|-------------|
| ultrasonic | mergers | phishing  | line manager | catalyst  | attachments |
| buoyancy   | spam    | quarterly | GDP          | recession | Kelvin      |

1. A falling \_\_\_\_\_ means that the country's goods and services are losing economic value.
2. The chemical reaction was triggered by the enzyme which was the \_\_\_\_\_.
3. \_\_\_\_\_ is a type of cybercrime in which confidential information is stolen.
4. Viruses can infect a computer when we open email \_\_\_\_\_.
5. \_\_\_\_\_ waves have a frequency above 20,000 hertz, which is the upper limit for human audibility.
6. The meeting to discuss the \_\_\_\_\_ report of the company has been delayed by 15 days.
7. \_\_\_\_\_ and acquisitions have become the order of the day in the current business world.
8. Swimmers use the \_\_\_\_\_ of water to their advantage while swimming.
9. Please approach your \_\_\_\_\_ for any concerns you have over your annual appraisal.
10. I have set up a filter on my email to avoid \_\_\_\_\_.

**Task 2**

Match these terms with their meanings.

Term	Meaning
1. permeability	a. a long projecting beam or girder fixed at only one end, used in bridge construction
2. bitcoin	b. a tunnel carrying a stream or open drain under a road or railway
3. backup	c. a metal extraction process in which an ore is heated at high temperatures
4. culvert	d. property of a material that lets fluids diffuse through it to another medium
5. cantilever	e. basic building blocks of a digital image
6. pixel	f. an application of Artificial Intelligence that provides systems the ability to automatically learn and improve from experience without being explicitly programmed

Term	Meaning
7. smelting	g. a resource that can be used as a substitute when a primary resource fails or a file has been corrupted
8. Machine Learning	h. a digital asset designed to work as a currency

## Grammar

### COMMON ERRORS

In this section, let us revise some of the grammar topics covered in the previous units. Spot the errors in the given sentences in the tasks below. You can refer to the units where these topics have been covered, in case you need a quick revision of the rules.

### Task 3

**Identify the errors in the use of articles and prepositions in these sentences and correct them. If there is no error write 'No error'.**

- Media was caught spreading lies about the country's top leader.  
\_\_\_\_\_
- The board agreed with the CEO's opinion on expanding the market.  
\_\_\_\_\_
- The students are worried on the classes because the textbooks are not yet available in the market.  
\_\_\_\_\_
- Freedom of speech is one of the fundamental rights guaranteed by our constitution.  
\_\_\_\_\_
- The school insists in our wearing uniform all six days of the week.  
\_\_\_\_\_
- Candidate's answer sheets were re-evaluated and she became the topper.  
\_\_\_\_\_
- A unique feature of our country is unity in diversity.  
\_\_\_\_\_
- The cricketer was found guilty of tampering on the ball.  
\_\_\_\_\_
- The farmers are protesting on the thermal power plant.  
\_\_\_\_\_
- The actor apologised about his recent insensitive comments on social media.  
\_\_\_\_\_



11. The honesty is the best policy.

---

12. At the peak of his career, Dev resigned at his job and went back to his village.

---

13. The instructor told us to refer on our notes while doing assignments.

---

14. One needs to have a MBBS from a recognised university to become a doctor.

---

15. My mother is yet to recover with viral fever even after two weeks.

---

16. The Dravidian languages are spoken mainly in the southern states of India.

---

17. The Manoj has sent an invitation for his wedding.

---

18. The every student must carry the identity card always.

---

19. The doctor informed the patient's relatives on the course of treatment.

---

20. France is an European country.

---

**Task 4**

**Identify the errors in tenses in these sentences and correct them.**

1. When I was walking in the park, I was hearing a loud noise.

---

2. Before I joined a US company, I completed an internship at HYF Ltd.

---

3. Joseph is being a lecturer in an engineering college.

---

4. Yesterday the students talked loudly in the class while the teacher had dozed off.

---

5. I am singing songs during parties for livelihood.

---

6. MNTE is constructing this bridge since 2008 and it's not complete still.

---

7. By the same time next year my sister will be married.  
\_\_\_\_\_
8. When the teacher reminded me about the time I already completed the exam.  
\_\_\_\_\_
9. I am liking this new office cabin design.  
\_\_\_\_\_
10. During the next year, we build our new house.  
\_\_\_\_\_
11. Rita was always hating night shifts but she had no other options.  
\_\_\_\_\_
12. The earth is taking almost 24 hours for a single rotation on its own axis.  
\_\_\_\_\_
13. I am waiting for the bus for the last two hours and I am really worried about getting home.  
\_\_\_\_\_
14. After relocating to Kolkata from Hyderabad, my uncle still adjusts to the new city.  
\_\_\_\_\_
15. We were going to market and bought fruits and vegetables.  
\_\_\_\_\_

**Task 5**

**Identify the errors in subject–verb and noun–pronoun agreement in these sentences and correct them.**

1. Some of the shoes in this shop is on discount.  
\_\_\_\_\_
2. The committee decided to review their expenditure for the current financial year before placing a request for additional funds.  
\_\_\_\_\_
3. If anybody is not satisfied with the quality of the product, he can ask for a refund of his money.  
\_\_\_\_\_
4. On seeing the old lady in the bus, one of the girls gave up their seat.  
\_\_\_\_\_
5. The list of books required for the library are on my table.  
\_\_\_\_\_
6. Our college team are headed for the state-level match after a brilliant performance in the district-level knockout games.  
\_\_\_\_\_



7. The staff were requested to attend the meeting.  
\_\_\_\_\_
8. Fifty percent of the stock were gutted in the fire.  
\_\_\_\_\_
9. Either Mr Reddy or Mr Rao are going to be appointed chairperson of the committee.  
\_\_\_\_\_
10. Marks & Spencers are a major British multinational retailer headquartered in London.  
\_\_\_\_\_

**Task 6**

**Rewrite these sentences after placing the modifiers in the right place.**

1. The patient was referred to a doctor with a severe headache.  
\_\_\_\_\_
2. They served food to the children wrapped in aluminum foil.  
\_\_\_\_\_
3. He nearly drives the taxi for eight hours every day.  
\_\_\_\_\_
4. My sister only has one child.  
\_\_\_\_\_
5. Unfortunately, I can only take three students to the conference.  
\_\_\_\_\_
6. The tall soldier led the parade with the beard.  
\_\_\_\_\_
7. I bought a used car from an online site with a damaged windscreen.  
\_\_\_\_\_
8. Sam asked me to go for for a ride with him over the phone.  
\_\_\_\_\_
9. The results will only be known after all the votes have been counted.  
\_\_\_\_\_
10. The pedestrian was hit by a car walking on the footpath.  
\_\_\_\_\_

**Task 7**

**Identify and eliminate the clichés and redundancies in these sentences. Rewrite the sentences in the space given.**

1. We decided to combine together our resources to tackle the problem.  
\_\_\_\_\_
2. I was completely certain that this was the correct route to the library.  
\_\_\_\_\_
3. I couldn't hear the instructions clearly. Could you repeat them again please?  
\_\_\_\_\_
4. The conference organisers replied back to my mail saying that they would be able to fund my trip.  
\_\_\_\_\_
5. First and foremost, I'd like to draw your attention to the first item on the agenda.  
\_\_\_\_\_
6. At the end of the day, it is the budget which will decide whether we would add additional systems to our existing facility.  
\_\_\_\_\_
7. To be honest, I don't think it would be advisable to take the short cut to Golconda Fort.  
\_\_\_\_\_
8. This story has been falsely fabricated by the media.  
\_\_\_\_\_
9. The agenda of the meeting should be circulated around to all team members.  
\_\_\_\_\_
10. The lawyer suggested that we add an additional clause to the agreement.  
\_\_\_\_\_

**Reading****READING COMPREHENSION: EXERCISES FOR PRACTICE**

Here are a few passages for you to practice your comprehension skills.

**Task 8**

**Read this passage and answer the questions that follow.**

Google Self-Driving Car is a project by the technology company Google. The project involves the development of technology for driverless electric cars. The car uses software called Google Chauffeur, and



is fitted with sensors through which everything around the car can be seen. As a result, the software can make a quick search about every aspect of driving. Further, the system works with a very high-definition and high-precision map of the area. This map includes even minute details like the height of the traffic lights. In fact, Sebastian Thrun, the lead engineer for the project, calls it a 'perfect driving mechanism'.

Statistics show that many car accidents happen due to human error. Google Chauffeur minimises the possibility of human error, thereby reducing the rate of car accidents. In addition to this, several human factors are involved in the process of driving, like staying in the lane, maintaining the right body position, anticipating the traffic, etc. A driverless car would reduce our dependence on such things in addition to saving fuel. The prototype of this car was first unveiled on 22 December 2014, and the first cars were rolled out in 2017.

1. What does the Google Self-Driving Car project involve?

---

2. What is Google Chauffeur?

---

3. Why does Sebastian Thrun describe Google Chauffeur as the 'perfect driving mechanism'?

---

4. What are the human factors involved in driving?

---

5. Find a word in the passage which means the same as the following: *the first or a preliminary version of a device or a vehicle from which other forms are developed*

---

### Task 9

**Read this passage and answer the questions that follow.**

The word 'clone' has Greek origins. It is derived from the Greek word *klon*, which refers to the technique of producing new plants using the twigs or buds of existing plants. The word clone was used primarily for agricultural purposes. However, the term acquired an additional meaning when science fiction writer Aldous Huxley referred to a similar process in his famous book *A Brave New World*, wherein human embryos were split to produce human clones in large numbers. The process of duplicating DNA to create exact copies of animals and humans caught people's imagination.

The noted geneticist and popular science writer J. B. S. Haldane is credited with using the word 'clone' to describe the possibility of creating exact copies of human beings. Interestingly, his speech given in 1963 was titled 'Biological Possibilities for the Human Species of the Next Ten Thousand Years'.

Today, the term is used to refer to the process of producing genetically identical individuals. Widely used for selective assisted breeding, cloning involves processes which isolate and create copies of DNA fragments. These are used to create an exact genetic copy of an animal from a single cell. It has been used to create copies of sheep, cows and cats.

1. What does the Greek word *klon* mean?

---

2. List out any two details about J. B. S. Haldane.

---

3. What was the title of the speech given by Haldane in 1963?  
\_\_\_\_\_
4. For which purpose is cloning widely being used today?  
\_\_\_\_\_
5. Find a word in the passage which means the same as the following: *similar in every detail*  
\_\_\_\_\_

**Task 10**

**Read this passage and tick the correct option to answer the questions that follow.**

I recently bought a new Chromecast made by Google. This is a wireless streaming accessory and is used to connect a laptop or a phone to a television set. I bought it for three reasons.

To begin with, the device is very portable. It is no bigger than your thumb, and the design and build are well ahead of the competition. It feels like a premium gadget and has an easy-to-use interface. Further, the device works by connecting to the home Wi-Fi network through a simple pairing process. The steps are neatly explained when you first connect it to your television and are very easy to follow. Once you've done that, you can 'cast' videos from other devices on the same Wi-Fi network to the Chromecast. I found that there are two ways in which the gadget works. Firstly, there are videos being streamed off the Internet. So, for example, if you go to YouTube on a connected phone or PC and press the cast button, the video is downloaded to the Chromecast directly, instead of being downloaded to your device and then streamed to the Chromecast locally. Secondly, there's a 'screen mirroring' option which works only on phones that have Android version 4.4.2 or later. This allows you to duplicate anything from your phone to your TV screen, whether you are browsing social networking sites or want to show your friends your game. However, there is a small time lag, a consistent half a second or so, between your mobile and your TV screen. Finally, the Chromecast ensures that you don't have to keep a computer hooked up to the television all the time. If your TV comes with USB ports like mine does, you can power the dongle directly from the TV.

The Chromecast is not very useful in case you already have a smart TV, or if you use a smart box like the Apple TV. It doesn't really allow you to do anything you can't accomplish with any of those devices. However, it allows you to easily get content from your phone/laptop to the television. At Rs 2999, I think its price is very reasonable. Though it's hard to describe the Chromecast as a must-have gadget, it's cheap enough to buy just to play around with something new, and its value emerges over time.

1. The given passage is
  - a. an extract from a research article
  - b. a gadget review by a user
2. In the first paragraph, the writer:
  - a. explains briefly the utility of the Chromecast
  - b. explains briefly how the Chromecast works
3. In the second paragraph, the writer:
  - a. explains in detail why he/she bought the Chromecast (the advantages of Chromecast)
  - b. talks about the disadvantages of the Chromecast



4. In the second paragraph, the writer gives an example of:
  - a. an operating system
  - b. the content that can be mirrored from a phone
5. In the second paragraph, the writer:
  - a. mentions why the Chromecast is not very useful while 'screen mirroring'
  - b. explains how Chromecast is more useful than other similar streaming gadgets

**Task 11**

Read this passage and answer the questions that follow.

Science plays a significant part in the origin of superhero stories precisely because such stories are really an extension of science fiction as a genre. The first superhero stories were published in the 1930s (the earliest superhero stories were titled *Amazing Stories #1* and featured Superman), which was the time of the Great Depression. The timing is significant because America and the rest of the world were reeling under an economic depression. People were surrounded by unemployment, poverty, suffering and a failing free-market economy. They needed heroes who could pull them out of this morass, and newspaper comic strips provided them with just that. The early 20th century also had scientific and technological breakthroughs that regularly reached the front pages of newspapers, from Albert Einstein and his revolutionary perspective on the nature of the universe, to the pioneering activities of the first airmen and women. These developments promised that science and technology could help find answers to humanity's troubles.

Hence, the time was right for superheroes to enter. While they possessed a super heroic character which promoted a utopian world view in which evil was to be battled tirelessly in defense of the common man, they also came with pseudoscientific backgrounds. For instance, Superman came from Krypton, a planet which circled a distant red sun. He could draw his superhuman energy from sunlight. Peter Parker was bitten by a radioactive spider, which caused genetic mutations and gave him the characteristics of a spider. Such stories, which were to some extent grounded in science, made the superheroes more realistic and believable to their audience. This was indeed the 'golden age of superheroes' as they gained immense popularity. However, in the aftermath of World War II, interest in superheroes declined.

1. What is the connection drawn between the publishing of the first superhero stories and the Great Depression?  
\_\_\_\_\_
2. What are the two scientific and technological breakthroughs of the twentieth century that are mentioned here?  
\_\_\_\_\_
3. Give the meanings of the terms:    a. utopian            b. pseudoscientific  
\_\_\_\_\_
4. Name the two superheroes mentioned in this passage.  
\_\_\_\_\_
5. What made the superheroes more realistic and believable to their audience?  
\_\_\_\_\_



## Writing

### REPORT WRITING

Reports can be of various types. The most common types of reports that you will come across are:

- Reports interpreting data – These reports include inferences from statistics and other data. They are used to present findings and inferences based on numerical/factual information.
- Business reports – These reports analyse business case studies/scenarios and apply a range of theories and recommendations. For example, how to increase the productivity of employees in an organisation
- Scientific/technical reports – These reports are used to present findings from research, investigations and as a design solution. At the academic level, they are used to assess the ability of students to apply practical solutions to real-life problems related to science and engineering.

Reports are highly-structured documents. Whether technical or business reports, it is the structure that helps readers understand the reports effortlessly and act on their conclusions and recommendations. Hence, before you learn to write a report, you must have a clear understanding of its various sections and their functional value within the document.

Here is a table that shows the different sections of a report and what they include. The sections are listed in the sequence in which they appear in a report. This information will be immensely useful when you work on reports as part of the coursework in your domain subjects.

	Section of the report	What it includes
1.	Title page	Title of the report, author's name, ID number (if necessary), course name and number, department and university/college and date of submission
2.	Abstract/summary	A brief overview of the report with all the key features (what was done, how it was done and the main outcomes of the work)
3.	Acknowledgements	An expression of gratitude towards the people who have helped in carrying out the study and writing of the report
4.	Table of contents	Sections and subsections of the report along with their page numbers
5.	Introduction	A background to the topic, a statement regarding the purpose of the report, the technical background necessary to understand the report and a brief outline of its structure
6.	Methods	A list of equipment and material used, procedures followed, sources of the material used, necessary preparations made and problems encountered (particularly if they resulted in changes in procedure)
7.	Discussion of results	A summary of the results of the investigation/experiment/study along with supporting diagrams/graphs/tables



	Section of the report	What it includes
8.	Conclusion	A statement specifying whether the purpose of the study has been met, the key findings and the major outcomes of the research
9.	References	A list of all the sources (books, journals, websites etc.) used, in the suggested format of referencing
10.	Appendices/annexure	Additional tables, graphs, questionnaires, et cetera, which are not central to the report but play a useful role

### Task 12

These extracts are from a report on Bt Brinjal. Decide which section of the report each extract has been taken from.

	Extract	Section
1.	Brinjal, <i>Solanum melongena</i> Linn., is one of the principal vegetable crops grown in many parts of India. The area under brinjal cultivation is estimated to be 0.512 million ha with a production of 8.4 million metric tonnes in 2007. This accounts for 8.14% of area under vegetable cultivation with a contribution of 9% towards total vegetable production within the country.	
2.	The GEAC permitted the conduction of large scale trials of Bt brinjal for two seasons under the direct supervision of the Director, Indian Institute of Vegetable Research (IIVR), Varanasi, and to conduct some additional studies related to biosafety by M/s Mahyco. The field trials were subject to the compliance of the following conditions: maintaining an isolated distance of 300 metres and designating a lead scientist who would be responsible for all aspects of the trials, including regulatory requirements. To review the findings, the GEAC has constituted an expert committee.	
3.	The purpose of this report is to review the findings of the data generated during large-scale trials, review the biosafety data of Bt brinjal in the light of the available scientific evidence, and make appropriate recommendations to the GEAC on the basis of the above review.	
4.	The authors of this report would like to thank all the members of EC-II who have provided valuable insights to the team while reviewing the findings.	
5.	In view of the above-stated facts, EC-II concludes that the benefits of Bt brinjal event EE-I developed by M/s Mahyco, on the whole, far outweigh the perceived and projected risks. The EC-II also suggests that the need for prescribing additional studies should be determined on a case-by-case basis.	
6.	Agarwal, S K. 2009. <i>Pesticide Pollution</i> . New Delhi: A P H Publishing Corporation.	
7.	Report of the Expert Committee (EC-II) on Bt Brinjal Event EE-1; developed by M/s Maharashtra Hybrid Seeds Company Ltd. (Mahyco), Mumbai, University of Agricultural Sciences (UAS), Dharwad and Tamil Nadu Agricultural University (TNAU), Coimbatore.	



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	Extract	Section
8.	Some wild <i>Solanum</i> species showed high levels of resistance, but it has proved to be impossible to incorporate the genes for resistance from wild species into commercial cultivars due to breeding incompatibilities. It is evident from the above results that the current practices of using extensive pesticides are not only harmful to health and the environment, but also non-sustainable for the future control of FSB in brinjal crop. In view of the above, there is an urgent need to develop alternative control strategies.	

### Task 13

Read and decide if these sentences are suitable or unsuitable, based on their construction, for inclusion in a report. Give reasons for your choice. One has been done for you.

	Options	Suitable/ unsuitable	Reason
1.	Chandigarh was surprisingly blessed with beautiful thundershowers and endless streaks of lightning in the evening yesterday.	✗	<i>Uses emotive language</i>
	Chandigarh experienced sudden thundershowers, incessant streaks of lightning and 8 mm of rain over a period of two hours last evening.	✓	<i>Factual and precise</i>
2.	The sky cleared up by 9 pm but the moon wasn't visible until 9:30.		
	The sky cleared up by 9 pm but the moon was not visible until 9:30.		
3.	LASER (Light Amplification by Stimulated Emission Radiation) treatment was found to be very effective in treating the condition.		
	LASER treatment was found to be very effective in treating the condition.		
4.	I have statistically analysed the responses given by the students with reference to their music preferences.		
	The responses of the students regarding their music preferences were statistically analysed.		
5.	This report studies the cause-effect relationship that exists between environmental factors and crop yield.		
	Through this report it was our intention to study the relationship that exists between environmental factors and crop yield and how these factors have an adverse or supportive effect on the yield that we get from crops.		

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**TYPES OF REPORTS**

Reports can be of many types. The following are some examples of reports that you might come across in your academic or professional careers:

- **Progress reports:** These reports give information regarding the progress made on a particular project or an assignment over a period of time.
- **Justification reports:** These are reports that justify specific recommendations/proposals. For example: Why should higher budgets be allotted for finding alternative energy sources?
- **Compliance reports:** These reports tell us whether a business/product/strategy/proposal adheres to the established guidelines or procedures.
- **Annual reports:** These reports tell us about the activities conducted by an organisation throughout the year.
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- **Business plans:** A business plan is a proposal to start a new business or a venture. It would talk about investments, methods of production, the market in which the product will be sold, funding, the returns expected etc.
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- **Book reports:** Book reports present a gist of the content and the major features of a book. These generally include plot summaries, analysis of major characters and analysis of major features and themes.

Study the two sample reports given below. One is a business report and the other is a short technical report.

**Sample report 1: Business report**

THOUGHTWORKS TECHNOLOGIES  
Sector 13, Gurgaon, Haryana – 122001

Report on the proposed soft skills programme for employees

**Introduction**

The purpose of this report is to consider the benefits of initiating a soft skills programme for the employees in our organisation. For this purpose, a study of the soft skills programmes in other related organisations was made, and reputed experts were consulted. The findings and the proposal are discussed below.

**Benefits**

It was found that many organisations with an employee profile similar to ours have dedicated soft skills programmes for their employees. Given this context, it was felt that a soft skills training programme might prove to be very useful for our employees. The short-term and long-term benefits of such a programme are as follows:

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1. The programme would enable our employees to communicate more effectively both internally within the organisation as well as externally with customers, clients, vendors etc.
2. It would lead to better goal-setting and time management-related behaviour. These were the major concerns raised during performance appraisals in the last quarter.
3. Overall, such a programme would help enhance the confidence levels and improve the morale of our employees.

### Logistics

The following would be the logistics involved in conducting the soft skills programme:

1. An investment in the range of ₹50,000 to ₹5,00,000 would be required to engage the services of a professional soft skills training organisation. The cost would depend on the duration of the programme and the level of customisation required.
2. A dedicated space would have to be earmarked for the training sessions. In addition to this, there may be some technology-related infrastructural requirements such as microphones and LCD projectors which have to be made available. This might result in some marginal expenditure which can be factored into the overall costs.
3. A decision must also be taken regarding the timings of the programme. This will have to be done in consultation with all the department heads.

### Conclusion

On the whole, it is evident that a soft skills training programme would be highly beneficial in improving employee morale and productivity. The long-term benefits of the programme would far outweigh the costs involved. Therefore, it is suggested that such a programme be initiated, at least on a trial basis.

## Sample report 2: Technical report

### Report of the Expert Committee on the impact of increasing pollution in Puducheru

Developed by M/s Environment Conservation Associates (ECA), Centre for Environmental Studies, Puducheru University

#### Abstract

The purpose of this report is to examine the extent of pollution in Puducheru and its consequent impact upon the ecology of the area, review the efficacy of the available monitoring systems and make appropriate recommendations for the consideration of the Ministry of Environment.

#### Acknowledgments

The authors of this report would like to thank all the members of the Ministry of Environment, who supported this study in every possible way. The authors would also like to thank the various experts on environment and conservation who provided valuable insights on the findings.

#### Introduction

Puducheru was once an agricultural area producing a variety of crops. Ever since the declaration of the area as a Special Economic Zone, and more specifically as a pharma hub, the number of



pharmaceutical industries has increased manifold. The combined effluent discharge from these factories has adversely affected the quality of soil thereby making it unfit for agriculture. Presently only about 1/4th of the original agricultural land is being utilised for agricultural purposes.

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##### 1. Methods

##### 2. Discussion of results

##### 3. Conclusion

#### 1. Methods

The Ministry of Environment permitted the collection of soil samples for two crop seasons under the supervision of the Agricultural officer. These samples were tested at the Centre for Soil Testing. The reports were sent to three different experts for their insights on the observations recorded. Data on the quantum of agricultural produce and changes in the crops being grown were also collected. To review these findings, an expert committee was constituted by the Ministry of Environment. Data were also collected on the effluent discharge systems being followed by various companies in the vicinity.

#### 2. Discussion of results

Unusually high levels of pollutants were found in the soil samples. These included potentially harmful contaminants like lead. This seemed to have an adverse impact on both the quantity and the quality of agricultural produce in the region, besides the harm it caused to human and animal health and environment. Further, it was found that most of the industries are not complying with the latest effluent treatment and disposal directives of the ministry. Hence, there is an urgent need to develop effective monitoring mechanisms for pollution control in Puducheru.

#### 3. Conclusion

In view of the above stated facts, this committee concludes that the economic benefits accruing from the industries located in Puducheru do not justify the dangerously high levels of pollution. Given this situation, there is an urgent need not only to monitor, but also limit the industrial activity in this belt. The Ministry of Environment must also evolve effective monitoring mechanisms and implement them assiduously.

#### Reference

Krishnan et al. Report on Pollution in Puducheru. Environment Conservation Associates. Puducheru University Press, 2015.

### Language for report writing

Here are some pointers on the kind of language to be used while writing reports:

- Adopt a simple and concise style focussing on facts. Avoid emotive language.
- Your writing must be crisp. Do not frame sentences with multiple clauses.
- As a report is a formal document, avoid using contracted forms of verbs.
- Check and correct spelling, grammar and punctuation before finalising the report.
- The first time you use an abbreviation or an acronym, spell it out completely.
- Avoid using the pronoun 'I', as a report should be objective in tone.



- Use active voice wherever possible. Your report should be a judicious mix of sentences in active and passive voice.

**Task 14**

Select a simple topic from your domain area and write a report with the guidance of your teacher.

**Useful phrases for report writing**

- The purpose of this report is ... (for stating the aim)
- On the whole ... (for making a generalisation)
- There is an urgent need to ... (for making a recommendation)
- The data suggests that ... (for making inferences)



## Appendix 1: Prepositions

Here is a list of some commonly-used prepositions with meanings and examples. Use this for a quick brush-up of their usage.

	Preposition	Meaning	Examples
1.	about	a. on the subject of b. approximately	a. This movie is <u>about</u> three students in a college. b. Take <u>about</u> five grams of copper dioxide.
2.	across	from one side to the other	We walked <u>across</u> the road to the ice-cream parlour.
3.	against	a. opposed to b. in contact with	a. It is <u>against</u> the law to obstruct government officials while they are performing their duty. b. Place the refrigerator <u>against</u> the wall.
4.	after	a. later in time b. later in a group c. follow somebody or something	a. Please meet me <u>after</u> 5 o'clock. b. The dancers will come <u>after</u> singers in the procession. c. The policemen ran <u>after</u> the thieves.
5.	along	following	Walk <u>along</u> the road till you see the bus-stop on the right.
6.	at	a. a specific location b. at a point of time c. an activity d. towards somebody or something	a. Please deliver this parcel <u>at</u> 12, Trundle Street. b. The instructor specifically told us to submit the assignment <u>at</u> 9.00 pm. c. The students are busy <u>at</u> work. d. The bull charged <u>at</u> the crowd.
7.	before	a. earlier in time b. earlier in a group of things	a. Deliver this parcel <u>before</u> 9 pm. b. R comes <u>before</u> S in the alphabet.
8.	between	a. between, in terms of location b. between, in terms of time c. between, with reference to two things	a. The station lies <u>between</u> the mountain and the river. b. I will try and visit you <u>between</u> Christmas and the New Year. c. The property was divided equally <u>between</u> the two brothers.



	Preposition	Meaning	Examples
9.	but	except	I have packed everything <u>but</u> the food.
10.	by	a. near b. within a certain time c. through	a. I live <u>by</u> the seashore. b. Try to finish this project <u>by</u> next week. c. We are travelling <u>by</u> plane to Delhi.
11.	down	a. towards a lower position b. further along	a. Jack rolled <u>down</u> the hill. b. Raghu lives <u>down</u> this road.
12.	during	a. throughout a period b. sometime in the course of the period	a. BPO staff work <u>during</u> the night. b. It rained heavily sometime <u>during</u> the night.
13.	for	a. duration of time b. distance c. purpose	a. We played football <u>for</u> two hours. b. You have to walk <u>for</u> two kilometres to reach the bank. c. These bananas are <u>for</u> the custard.
14.	from	a. place of origin b. source c. cause	a. We started <u>from</u> Varanasi yesterday. b. We heard about the accident <u>from</u> Rohan. c. She suffers <u>from</u> migraine. That's why she gets frequent headaches.
15.	in	a. place b. within a place c. a member of	a. London is <u>in</u> England. b. I left my bag <u>in</u> the room. c. He is <u>in</u> the army.
16.	inside	within	They are <u>inside</u> the room.
17.	into	to the inside of	We stepped <u>into</u> the hall.
18.	like	a. resembling b. possibility	a. He looks <u>like</u> a movie actor. b. It appears <u>like</u> rain.
19.	near	close to	The park is <u>near</u> the school.
20.	of	a. location b. possession c. part of group d. measurement	a. Don't stand in the middle <u>of</u> the road. b. Rohan is a good friend <u>of</u> mine. c. Vikrant is a part <u>of</u> the music band. d. Take two cups <u>of</u> milk.
21.	off	a. not on b. at some distance from	a. Please keep <u>off</u> the grass. b. The island is <u>off</u> the coast.
22.	onto	reaching the position	The dog climbed <u>onto</u> the table.
23.	over	a. above b. across c. more than	a. There are shelves <u>over</u> the sink. b. He tried to jump <u>over</u> the wall. c. This phone is <u>over</u> two thousand rupees.



	Preposition	Meaning	Examples
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	Preposition	Meaning	Examples
24.	since	a. from a specific time in the past b. from a past time until now	a. I have been working on this assignment <u>since</u> 2 pm. b. I have been waiting for the courier <u>since</u> morning.
25.	through	a. for a period of time b. by means of	a. I slept <u>through</u> the night. b. He started drawing well <u>through</u> practice.
26.	to	a. in the direction of b. destination c. purpose	a. Turn <u>to</u> your right. b. I am going <u>to</u> Varanasi. c. I went shopping <u>to</u> buy new clothes.
27.	toward	a. in the direction of b. just before the time	a. She started walking <u>towards</u> the temple. b. It started raining <u>towards</u> night.
28.	under	a. beneath b. in the present condition	a. The books are <u>under</u> the table. b. My car is <u>under</u> repair.
29.	until	upto a certain point of time	She will stay <u>until</u> 4 pm.
30.	up	a. to a higher place b. in a higher place	a. We walked <u>up</u> the stairs. b. The temple is <u>up</u> the hill.
31.	with	a. accompanying b. by means of c. as a result of	a. I went to the party <u>with</u> my parents. b. He stuck the paper <u>with</u> glue. c. My mother was very happy <u>with</u> my performance.
32.	within	a. inside of, in terms of distance b. before the end of a time period	a. My college is <u>within</u> one kilometre from here. b. I will come back <u>within</u> an hour.



## Appendix 2: Technical Vocabulary

Word	Definition
acetylene	gas commonly mixed with oxygen in welding (oxy-acetylene)
aerodynamics	study of airflow, e.g. over moving vehicles and aircraft
arc	electrical current travelling a short distance through the air to flow between two conductors
automation	automatic control of a system, device or process
automotive	related to vehicle design and manufacturing
bearing	mechanism containing balls or rollers placed around a component which spins e.g. a shaft, to reduce friction
blower	pump-like mechanism which generates airflow
casting	pouring molten material into a mould
chassis	base of a vehicle to which all main components are fixed
circuit breaker	electrical device which instantly breaks a circuit (switches off the power supply) as a safety measure if a variation in current is detected
clearance	distance between components designed to fit together closely
clutch	friction mechanism allowing engine motion to be transferred to wheels progressively
column	vertical support in a structure
component	individual part of an assembly/mechanism
compressor	device for pressurising gas (usually air) inside a vessel or network of pipes/hoses
coolant	liquid in a cooling system
corrosion	result of material corroding
DIY store	<i>Do It Yourself</i> store – hardware / home improvements store selling building materials and tools to consumers
data gathering	collecting and recording the results of tests for later analysis
deformable	can change shape
derail	come off the rails, e.g. trains can be derailed
destructible	can be / is designed to be broken/destroyed
detonate	trigger an explosion



Word	Definition
inaxial	not in a straight line
membrane	thin layer of material, often acting as a barrier, e.g. to prevent water passing
milling machine	machine with cutting wheels used to cut away the surface of metal in thin layers
misfire	when an engine is not running smoothly due to a fuel or ignition problem
moisture-sensitive	can be damaged by water
oscillation	wave pattern
piston	mechanism which transfers linear motion (backward and forward movement) to rotary motion (turning movement), usually pushed by expanding gas
pressure gauge	device which shows a pressure reading, e.g. in bar or psi (pounds per square inch)
propeller	device with spinning blades used to push boats or aircraft through water or air
reinforcement	networks of fibers or bars placed inside a material to strengthen it, e.g. steel reinforcement in concrete
reservoir	man-made lake for storing water, usually for drinking or hydroelectric power
rpm	revolutions per minute, used to measure the speed of rotary motion
scrap	used/recovered material intended for recycling; often refers to metal
sheave	alternative term for pulley
sled	vehicle that slides along (i.e., does not have wheels) e.g. a sled designed to travel over snow
spoilers	moveable panels on aircraft wings which increase drag and reduce lift; used to slow aircrafts when descending and on landing
standby (on standby)	when a device is ready to operate immediately, e.g. a TV that is ready to switch on when it receives a remote control signal
strain	change in size/shape of a component (e.g. stretching) due to force
strength-to-weight ratio	toughness of a material (ability to resist breaking) relative to its density (density = mass/volume)
superstructure	the part of a structure that is above ground level – the opposite is the substructure
suspension	movable connection between a vehicle's chassis and its wheels, consisting of springs and dampers
switchgear	collective term for switching equipment



Word	Definition
downstream	further down the direction of flow (e.g. in a river); used in engineering to describe industrial processes and the flow of liquid/ air in pipe/duct networks (opposite = upstream)
duct	large section pipe with a circular or square profile, for carrying air; or a protective cover for cables or hoses
electrolysis	passing an electrical current through a liquid or solid in order to separate chemical compounds
fabrication	making/assembling, often used to describe metalwork
flaps	moveable panels on aircraft wings which increase lift to assist low-speed flight, e.g. during take-off and landing
flow	movement of a substance, usually a liquid or a gas (e.g. along a pipe)
fly-by-wire	aircraft controls which operate moveable devices (e.g. flaps) electronically, rather than mechanically
fuel injection	system for injecting fuel vapor into the piston cylinder of an engine
G-force	force of acceleration or deceleration: 1 G is equivalent to the force of acceleration exerted by gravity
galvanised	coated with zinc – used to protect steel from corrosion (rusting)
gearbox	case containing shafts with gears, usually with a gearshift mechanism, allowing gears to be moved to change between different gear ratios
gears	wheels with cogs (teeth) which mesh together to transfer drive from one wheel to the other where the wheels are side by side
hydraulics	high-pressure oil circuits used to push pistons called hydraulic rams
hydroelectric power	electricity generated using water pressure (hydrostatic pressure)
inertia	the resistance of an object to acceleration or deceleration due to its mass
insulation	protective layer to prevent or reduce conduction of heat or electricity
jib	moveable arm of a crane
kinetic energy	energy in the form of movement, e.g. a spinning wheel
load-bearing	describes a part of a structure or assembly that is designed to resist/transmit force
live	in a mains electrical circuit, the wire through which current flows into an appliance; also means a circuit is energised (current is flowing)
M & E	abbreviation for <i>mechanical and electrical</i> – in construction, refers to electrical installations, water pipes, air-conditioning, etc.
manual	controlled by a person – the opposite is automatic